



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH

JULY 10 – 11, 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

DRESS FOR ALL MEETINGS IS BUSINESS CASUAL

Tab A

Keynote Speaker: Dr. Kim Clark, President, Brigham Young University-Idaho

6:00 p.m. EVENING SOCIAL
Barbeque – Upper Quad
Shakespeare Performances – Theatres

7:30 a.m. - Breakfast Meeting – Legislative Liaisons
9:00 a.m. Vermillion Cliffs Room

9:00 a.m. -
10:00 a.m.

COMMITTEE OF THE WHOLE
Regent Jed H. Pitcher, Chair
Great Hall

1. Welcome and Overview – Chair Pitcher
2. Administration of Oath of Office to Regents France Davis and Basim Motiwala
3. Assignments for Board Committees
4. Review of Joint Meetings with State Board of Education and Legislators

10:00 a.m. -
11:00 a.m.

MEETINGS OF BOARD COMMITTEES

ACADEMIC, CTE AND STUDENT SUCCESS (PROGRAMS) COMMITTEE
Charles Hunter Room

ACTION:

- | | |
|--|-------|
| 1. Weber State University – Bachelor of Science Degree in Athletic Therapy | Tab B |
| 2. Weber State University – Bachelor of Arts/Bachelor of Science Degree in Dance Education | Tab C |
| 3. Salt Lake Community College – Associate of Applied Science Degree in Interior Design | Tab D |

CONSENT:

- | | |
|--|-------|
| 4. Consent Calendar, Programs Committee | Tab E |
| A. Dixie State College – Student Media Center | |
| B. Salt Lake Community College – Fast-track Approval: Certificate of Completion – Fashion Design | |

INFORMATION/DISCUSSION:

- | | |
|---|-------|
| 5. Information Calendar, Programs Committee | Tab F |
| A. Utah State University – Restructuring and Name Changes | |
| B. Weber State University | |
| i. Minor in International Politics | |
| ii. Minor in Public Administration | |

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE
Shooting Star Room

ACTION:

- | | |
|---|-------|
| 1. Proposed Policy R562, <i>Non-Lapsing Balances</i> | Tab G |
| 2. University of Utah – Resolution Approving the Issuance of Hospital Revenue Refunding Bonds, Series 2008A | Tab H |
| 3. Southern Utah University – Campus Master Plan | Tab I |
| 4. College of Eastern Utah – Sale of Institutional Residence | Tab J |

CONSENT:

- | | |
|--|-------|
| 5. Consent Calendar, Finance Committee | Tab K |
| A. USHE – 2008-2009 Operating Budgets | |

B. Snow College – Purchase of Property Contiguous to Campus

INFORMATION:

- | | |
|--|-------|
| 6. USHE – 2008-2009 Information Technology Strategic Plan | Tab L |
| 7. USHE – Update on Institutional Health Plan Changes for 2008-2009 | Tab M |
| 8. USHE – Scope, Definitions and Schedule for Campus IT Audits (Year Two) | Tab N |
| 9. USHE – Annual Research Grants Report | Tab O |
| 10. Dixie State College – Report of the Regents' Executive Committee (Property Purchase) | Tab P |

STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE

Sage Valley Room

INFORMATION/DISCUSSION:

- | | |
|---|-------|
| 1. Retention Reports – Southern Utah University and Dixie State College | Tab Q |
| 2. Amendments to Policy R609, <i>Regents' Scholarship</i> | Tab R |
| 3. Report on Legislative Higher Education and Applied Technology Governance Committee | Tab S |
| 4. Report on Governor's 21 st Century Workforce Steering Committee | Tab T |

11:00 a.m. -
12:00 noon

COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD
Great Hall

- | | |
|--|-------|
| 1. State of the University – President Michael T. Benson | |
| 2. Funding Recommendations of the Technology Initiative Advisory Board | Tab U |
| 3. General Consent Calendar | Tab V |
| 4. Reports of Board Committees | |
| 5. Resolutions | |
| 6. Report of the Commissioner | |
| 7. Report of the Chair | |

12:00 noon -

LUNCH FOR REGENTS ONLY (Closed session, if needed)
Shooting Star Room

Box lunches provided for all others – Whiting Room

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

July 2, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Joint Meeting of Legislators, Public and Higher Education

The following committees of the Legislature are scheduled to meet Thursday, July 10 from 8:30a.m.-4:30 p.m. in the R. Haze Hunter Conference Center at Southern Utah University:

Public Education Appropriations Subcommittee  
Higher Education Appropriations Subcommittee  
Education Interim Committee

The purpose of the meeting is to discuss several public and higher education topics presented by Legislative staff, the Utah State Board of Education, and the State Board of Regents. The Board of Regents and USHE Presidents are invited to participate. A discussion of higher education issues will begin at 11:15 a.m. The agenda is attached.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/STJ  
Attachment

## MEMORANDUM

July 1, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University—Bachelor of Science Degree in Athletic Therapy

### Issue

Weber State University requests approval to offer a Bachelor of Science Degree in Athletic Therapy, effective winter, 2009. The request for this Degree was approved by the institution's Board of Trustees April 8, 2008. The Regents' Program Review Committee approved the program to go forward on June 3, 2008.

### Background

The proposed Athletic Training Education Program at Weber State University currently offers two academic tracks—the Clinical Track and the Scientific Track. The Clinical Track is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares students to sit for the Board of Certification examination to become certified and licensed athletic trainers. The Scientific Track is designed for pre-professional students who plan to attend graduate school in an allied health care field such as physical therapy, occupational therapy, physician assistant, and/or medicine.

Students in the Scientific Track are not eligible to sit for the Board of Certification examination to become certified athletic trainers, but they will be very well prepared to enter a variety of allied health care professional preparation programs. Students in this program will learn how to prevent, evaluate, and manage musculoskeletal injuries and general medical conditions sustained during sports and physical activities.

The Scientific Track was approved by the Regents in spring of 2005. In the two years since that approval, approximately 100 students enrolled in the program; also, students graduating from this track have experienced a 100 percent acceptance rate to professional schools and/or professional employment. Some of these schools are Utah State University, University of Nevada-Las Vegas, Baylor University, Yale University and George Washington University.

To be eligible for CAATE accreditation, Weber State cannot offer two academic tracks under the Athletic Training major. Therefore, the Scientific Track has been separated into a distinct degree. This track, as can be seen by the data, is serving students well.

#### Policy Issues

All USHE institutions were supportive of this program. At this time, Weber State has a substantial number of students already in the pipeline for the scientific track. The preparation for graduate school and for employment is proven, and the Degree is compatible with Weber's mission and roles.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Weber State University to offer the Bachelor of Science Degree in Athletic Therapy, effective Winter Semester 2009.

---

David L. Buhler, Interim Commissioner

DLB/LS/HN  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to offer a Bachelor of Science in Athletic Therapy

Weber State University

Prepared for:  
David L Buhler  
By  
Lucille Stoddard

July 1, 2008



## **Section I: The Request**

Weber State University requests approval to offer the Bachelor of Science in Athletic Therapy effective Winter 2009. This program has been approved by the institution's Board of Trustees 8 April 2008.

## **Section II: Program Description**

### **Complete Program Description**

The Athletic Training Education Program at Weber State University currently offers two academic tracks: the Clinical Track and the Scientific Track. The Clinical Track is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares students to sit for the Board of Certification (BOC) examination to become certified and licensed athletic trainers. The Scientific Track is specifically geared for pre-professional students who plan on attending graduate school in an allied health care field such as, but not limited to physical therapy, occupational therapy, physician assistant, and/or medicine. Graduates of the Scientific Track are not eligible to sit for the BOC examination to become certified athletic trainers; however, they will be well prepared to enter a variety of allied health care professional preparation programs.

The Scientific Track of the Athletic Training major received approval from the Board of Regents in the Spring of 2005. In only two years, the program has enjoyed tremendous popularity and enrollments. There are approximately 100 students enrolled in the Scientific Track of the Athletic Training major. This does not include Clinical Track students who are also completing the Scientific Track requirements in order to continue their educational endeavors.

Students graduating from the Scientific Track of the Athletic Training major have been very successful in gaining acceptance to professional graduate schools. As of the spring of 2008, the program has a 100% acceptance rate to physical therapy and other professional schools and/or professional employment. Nine students were accepted to graduate physical therapy programs (e.g. University of Utah, Idaho State University, University of Nevada-Las Vegas, Regis College, Baylor University, and St. Augustine). One accepted full-time employment outside of health care. The last student is in the process of applying to Physician Assistant programs. In the class graduating in 2007-08, many students have received multiple acceptances to graduate professional programs in physical therapy and physician assistant programs. Two students were accepted to graduate physician assistant programs at Yale University, George Washington University, University of Utah, and Arcadia University.

The Athletic Training faculty learned during their CAATE site visitor training that the Scientific Track of the Athletic Training major was most likely in non-compliance with accreditation standards because we currently offer two academic tracks under the Athletic Training major. After returning to WSU, the AT faculty requested a formal opinion from the CAATE on this issue so that it could be addressed prior to the program's Fall 2008 accreditation site-visit. On October 17, 2007, the Athletic Training Education Program was informed by the CAATE that the Clinical Track of the Athletic Training major was in non-compliance with current accreditation standards due to the existence of the Scientific Track of the Athletic Training major. They stated:

"Academic majors offered by an institution, other than the Athletic Training major, are outside the purview of the CAATE. Since it appears that your institution has two tracks within the one athletic training academic major, the CAATE believes that this situation is non-compliant with the Standards and could lead to

misrecognition of both the CAATE-accredited program, as well as the other program that is not accredited. It is within the institution's purview to offer another major in Athletic Training, which must be separately coded at your institution and advertised, but it cannot offer two tracks within the one athletic training major which is under the purview of the CAATE. If the institution follows this resolution, the non-CAATE major in Athletic Training must be delineated uniquely within the institution (e.g. separate academic codes), and the advertisement of this academic major also must be done to distinctly separate it from the CAATE-accredited major. While the CAATE cannot mandate not using the title Athletic Training for the non-CAATE major, we encourage you to investigate your state practice act to ensure that it is legal, by state practice statute, for you to use the term "athletic training" in any way other than the method by which to educate (via CAATE accreditation) Athletic Trainers."

The only viable alternative to restore compliance and maintain CAATE accreditation within the current Clinical Track of the Athletic Training major is to eliminate the Scientific Track. However, because of the popularity of the Scientific Track of the Athletic Training major and the overwhelming success of its graduates, Weber is proposing to simply rename the Scientific Track, allowing it to stand alone as its own major. Failure to convert the Scientific Track to a standalone major will result in the complete elimination of the Scientific Track. This would cause the College of Education and the Department of Health Promotion and Human Performance to lose approximately 100 full-time students.

Because of the confusion that could potentially result from two separate majors at Weber State University with the same title, "Athletic Training", the Scientific Track of the Athletic Training Major will be given a new name, Athletic Therapy. "Athletic Therapy" was selected after reviewing an extensive list of the names of majors in the area of Sports Medicine, Athletic Training, and Exercise Science. The Athletic Training faculty consulted with other faculty on campus, namely Barbara Trask who advises many pre-professional students who major in the College of Science, as well as Sam Zeveloff, Chair of Zoology. The WSU team physician and Athletic Training Education Program medical director, Dr. Stephen Scharmann were also consulted. Considerable discussion and research was also done within the Department of Health Promotion and Human Performance. All parties agreed that Athletic Therapy was the most appropriate title and represented the mission of the new major.

Athletic Therapy is a term allowing for flexibility within the curriculum, while still providing an accurate description of the content delivered within the major. The study of athletic therapy involves applying the medical and scientific principles to the prevention, evaluation, rehabilitation, and/or conditioning of the physically active. It is an academic term commonly used in Canada to describe a course of study that combines academic components of health, wellness, and human movement to the prevention, assessment, management and rehabilitation of athletic injuries. These programs are designed to prepare students for graduate studies in professional preparation programs such as physiotherapy (physical therapy), chiropractic, and medicine, much like the proposed Athletic Therapy major. The Canadian Athletic Therapy curriculum is so similar to that of the Athletic Training curriculum in the United States that the U.S. Board of Certification (BOC) allows Canadian Athletic Therapists automatic eligibility to sit for the BOC certification exam and become Certified Athletic Trainers.

Athletic Therapy is also the professional name used by the Canadian Athletic Therapy Association (CATA), whose goals are to deliver the highest quality care to active individuals through injury prevention and rehabilitative techniques. The World Federation of Athletic Training and Therapy, an international association of health care professionals, also uses the term athletic therapy to describe health care professionals (i.e., individuals found in hospitals, clinics, industrial and commercial setting) who manage and rehabilitate injuries resulting from physical activity and sport. Finally, the term "Athletic Therapy" can be

found in the journal, Athletic Therapy Today, the professional journal of the Canadian Athletic Therapy Association, designed for athletic trainers and other sports-medicine specialists. This journal is widely distributed, read, and contributed to in the United States as well. In addition, the National Athletic Trainers' Association considered changing the profession of "Athletic Training" to "Athletic Therapy" less than ten years ago, because it is possibly a better descriptor of the profession.

The Athletic Therapy major includes coursework in anatomy, physiology, exercise physiology, kinesiology, injury prevention, orthopedic injury assessment, injury rehabilitation, therapeutic modalities, and general medical conditions. Students will learn how to prevent, evaluate, and care for musculoskeletal injuries and general medical conditions sustained during sports and physical activities. The major also provides the opportunity for students to meet specific pre-requisite requirements for graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

The proposed new program name will be the Bachelor of Science in Athletic Therapy. The BS in Athletic Therapy courses will be offered primarily during the day with several evening course sections being offered. The proposed BS in Athletic Therapy curriculum will remain unchanged from that of the current Scientific Track which requires a total of 120 credit hours, with a minimum of 66 (66-68) required credits, 40 of which must be upper division (courses numbered 3000 and above). (See Appendix A for a list of all program courses.) Students identifying themselves as BS in Athletic Therapy students as freshman can complete the degree in 4 years.

Because this requires a change in name and status only (i.e., Scientific Track of the Athletic Training major to BS in Athletic Therapy), no new courses will be created and no new faculty will be needed at this time.

Degree: Bachelor's Degree in Athletic Therapy

A total of 120 credit hours is required for graduation - 40 of which must be upper division (courses numbered 3000 and above).

General Education Courses

Refer to General Requirements for Bachelor of Science requirements.

Course Requirements for BS in Athletic Therapy Degree

Required Courses (66-68 credit hours)

- HLTH SS1030 Healthy Lifestyles (3)\*
- ZOOL 2100 Human Anatomy (4)
- ZOOL 2200 Human Physiology (4)
- PSY SS1010 Introductory Psychology (3)\*
- PEP SI3600 Measurement for Evaluation and Research (3)\*
- NUTR LS1020 Foundations in Nutrition (3)\*
- HLTH/AT 2300 Emergency Response (3)

- PEP SI3500 Kinesiology (3)\*
- PEP 3510 Exercise Physiology (3)
- HTHS 2240 Intro to Pharmacology (3)
- PSY 3010 Abnormal Psychology (3)
- AT 2430 Prevention and Care of Musculoskeletal Injuries (3)
- AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
- AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
- AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)
- AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (3)
- AT 4550 General Medical Conditions and Advances in Athletic Training (3)
- AT 4600 Administration & Management in Athletic Training (3)
- PEP 4890 Cooperative Work Experience (4-6)

\*Note: These courses also fulfill General Education requirements.

#### Electives

- AT 4800 Individual Projects (1-4)

#### Purpose of Degree

The Weber State University Department of Health Promotion and Human Performance proposes to offer a Bachelor's of Science in Athletic Therapy. Students entering this degree program will learn how to prevent, evaluate, and manage musculoskeletal injuries and general medical conditions sustained during sports and physical activities. The major will provide the opportunity for students to meet specific pre-requisite requirements for professional graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

#### Institutional Readiness

The proposal for a BS in Athletic Therapy is a request for a change in name and degree status only. The Department of Health Promotion and Human Performance currently has the faculty/staff and other necessary resources to offer the BS in Athletic Therapy degree. The WSU Athletic Training Education Program presently has 2 doctorally qualified faculty, with a third doctorally qualified faculty starting July 1, 2008. Our current library holdings together with the availability to electronic and other information resources are sufficient for student use. The degree will be housed within the existing Department of Health Promotion and Human Performance and will have no impact on administrative structures and no new

organizational structures will be needed to deliver the program. Students within the BS in Athletic Therapy program will continue to utilize the newly renovated Swenson Building within the Stromberg Complex and will still interact with the Athletic Training majors on a daily basis.

Students enrolled in the proposed BS in Athletic Therapy will continue to benefit from and utilize the recent facility renovation of the Stromberg Complex--approximately \$7 million from the legislature and approximately \$3 million from private donors. BS in Athletic Therapy students will continue to enjoy the Athletic Training laboratory classroom comprised of approximately 1,000 square feet of combined classroom and laboratory space with an additional 500 square foot hydrotherapy room. The students will have the opportunity to learn with \$120,000 worth of state-of-the-art athletic training equipment, including a SwimEx Hydrotherapy pool, electrical stimulation/ultrasound combination units, a lumbar/cervical traction unit, and a shortwave diathermy unit. It is one of the best equipped athletic training classrooms in the nation. These facilities will be used for classroom instruction and conducting undergraduate research. The entire facility will provide superior educational opportunities and will be a powerful recruiting tool for attracting new students. Currently Scientific Track students spend on average 10-12 hours per week engaged in didactic and laboratory work in the Athletic Training laboratory. This will continue to be the same for students enrolled in the BS in Athletic Therapy.

Student enrolled in the BS in Athletic Therapy will also continue to enjoy access to the biochemistry/nutrition laboratory and health promotion stress laboratory as students enrolled in degree support courses. These laboratories are currently offered to student in the current Scientific Track. The biochemistry/nutrition laboratory is equipped with over \$50,000 in laboratory equipment that includes: centrifuges, fume hoods, colorimetric assay readers, and ultra-low freezers for long term storage of tissue samples. This lab has the capability to measure targets such as proteins, fats, enzymes, and sugars in blood, saliva, urine, muscle, and other types of tissues. This laboratory will give investigators the ability to research many chronic diseases such as heart disease and diabetes, research athletic injury etiology and pain, and the ability to engineer athletic performance at the molecular level. This lab enhances molecular research in chronic disease, athletic training, and athletic performance at Weber State University.

The health promotion stress laboratory is equipped with visual imagery devices, inversion traction tables, and auditory equipment to promote relaxation. This laboratory is open for student and staff use.

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

## **Faculty**

The BS in Athletic Therapy will be housed in the Department of Health Promotion and Human Performance in the Jerry & Vickie Moyes College of Education at Weber State University. The full-time athletic training faculty have developed and taught the proposed BS in Athletic Therapy curriculum. The curriculum for the BS in Athletic Therapy will mimic the Athletic Training didactic curriculum which is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The core AT faculty will include Valerie Herzog, EdD, ATC, David Berry, PhD, ATC, and Jennifer Hamson-Utley, PhD, ATC (beginning July 1, 2008). All faculty members have significant experience in athletic training education and as clinicians, with specific experiences in public and private high schools, colleges and universities, and sports medicine orthopedic rehabilitation facilities. Additionally, these faculty members

have teaching, practical hands-on experience, and research experience in the athletic training profession. All have agreed to teach courses in the proposed BS in Athletic Therapy program.

The current adjunct faculty who teach core athletic training courses will continue to teach in the BS in Athletic Therapy program and their teaching responsibilities will not increase. The number of courses taught by adjuncts in the BS in Athletic Training will remain the same. The current adjunct faculty who teach support courses within the current Scientific Track of the Athletic Training major will continue to teach in the BS in Athletic Therapy program and their teaching responsibilities will not increase. The number of support courses taught by adjuncts in the BS in Athletic Training will remain the same as we are not adding any additional courses or curriculum requirements. (See Appendix C for a full list of faculty in the Department of Health Promotion and Human Performance who will continue to teach this curriculum).

### **Staff**

The faculty will continue to utilize the secretarial and administrative support provided by the Department of Health Promotion and Human Performance. The BS in Athletic Therapy does not anticipate any additional secretarial needs as the proposal is for a change in degree name and status only.

### **Library and Information Resources**

The current library holdings, including access to electronic resources are adequate for the BS in Athletic Therapy. The Athletic Therapy faculty will continue to work with the Librarian for the College of Education, to expand holdings relative to content focusing on athletic therapy, athletic training, and sports medicine. In addition to the library resources, students will have access to the Athletic Therapy faculty personal library collections.

### **Admission Requirements**

The proposed BS in Athletic Therapy major will provide the opportunity for students to meet specific pre-requisites requirements for professional graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

Admission to the degree program requires formal acceptance to Weber State University. Students then formally declare Athletic Therapy as an intended major with the Department of Health Promotion and Human Performance advisement coordinator. This is consistent with the current admission policy for students enrolled in the Scientific Track of the Athletic Training major. A minor is not required. Students must maintain a minimum cumulative GPA of 2.50 and earn a "C" or better in all required courses to be retained within the major. These guidelines are the same as the current Scientific Track of the Athletic Training major.

### **Student Advisement**

Students enrolled in the BS in Athletic Therapy will continue to be formally advised by the Department of Health Promotion and Human Performance advisement coordinator. The Department of Health Promotion and Human Performance advisement coordinator currently advises the Athletic Training Scientific Track students. The Athletic Therapy Program Director will also act as a professional advisor to the proposed BS in Athletic Therapy students and will engage in dialogue when necessary regarding academic, clinical placements, and/or personal or professional issues.

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

The BS in Athletic Therapy will have the exact same curriculum and graduation requirements as the current Scientific Track of the Athletic Training major. The proposal for BS in Athletic Therapy will not exceed 126 credit hours. The proposed curriculum will consist of 66-68 core credit hours, 15 of which count toward general education requirements. These courses include: HLTH SS1030 Healthy Lifestyles (3 cr), PSY SS1010 Introductory Psychology (3 cr), PEP SI3600 Measurement for Evaluation and Research (3 cr), NUTR LS1020 Foundations in Nutrition (3 cr), and PEP SI3500 Kinesiology (3).

### **External Review and Accreditation**

The proposal for BS in Athletic Therapy will not be subject to any formal external review or accreditation body. The current Scientific Track of the Athletic Training curriculum has demonstrated academic success with 100% acceptance rate into professional graduate programs for those students applying to these programs.

### **Project Enrollment**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 100               | 9            | 11:1                     | N/A                       |
| 2    | 100               | 9            | 11:1                     | N/A                       |
| 3    | 100               | 9            | 11:1                     | N/A                       |
| 4    | 100               | 9            | 11:1                     | N/A                       |
| 5    | 100               | 9            | 11:1                     | N/A                       |

### **Expansion of Existing Program**

This change is not an expansion of the program. WSU is simply changing a track of one major into an independent major.

## **SECTION III: Need**

### **Program Need**

Over just the past few years, with no formal marketing, the Scientific Track of the Athletic Training major has enjoyed tremendous growth, popularity, and successful placement of its graduates. Should the track be eliminated without the replacement of the Athletic Therapy major, approximately 100 students would be lost, in addition to the loss of future potential students.

### **Labor Market Demand**

As mentioned previously, graduates of the Scientific Track of the Athletic Training major have had a 100% placement rate in graduate physical therapy and physician's assistant programs across the country. These programs require students to complete an undergraduate degree prior to beginning the graduate professional programs, although students have freedom to choose a variety of academic majors. Students at Weber State University have found that the coursework in the Scientific Track of the Athletic Training major prepares them well for both entrance into these graduate programs and for the rigor of graduate education.

The Athletic Therapy major is flexible enough to allow students to take the pre-requisite courses for their graduate program of choice. These students typically complete a year of chemistry, a year of physics, and trigonometry, although the exact courses chosen vary somewhat based upon the individual requirement of each graduate academic program. Should the market change, students could simply choose to complete different pre-requisite courses to meet the market demand.

The job market for physical therapists is very promising. According to the U.S. Department of Labor, Bureau of Statistics, the job outlook for physical therapists is expected to grow much faster than average, with projections of 27% growth from 2006 to 2016. "The impact of proposed Federal legislation imposing limits on reimbursement for therapy services may adversely affect the short-term job outlook for physical therapists. However, the long-run demand for physical therapists should continue to rise as new treatments and techniques expand the scope of physical therapy practices. Moreover, demand will be spurred by the increasing numbers of individuals with disabilities or limited function. Median annual earnings of physical therapists were \$66,200 in May 2006. The middle 50 percent earned between \$55,030 and \$78,080. The lowest 10 percent earned less than \$46,510, and the highest 10 percent earned more than \$94,810."

Similarly, the job outlook and demand for physician assistants is favorable. According to the same source, the job outlook for the physician assistants is also expected to grow much faster than the average as health care establishments increasingly use physician assistants to contain costs. Job opportunities for PAs should be good, particularly in rural and inner city clinics, as these settings typically have difficulty attracting physicians. Median annual earnings of wage-and-salary physician assistants were \$74,980 in May 2006. The middle 50 percent earned between \$62,430 and \$89,220. The lowest 10 percent earned less than \$43,100, and the highest 10 percent earned more than \$102,230.

### **Student Demand**

The student demand for this curriculum is already well documented by the current enrollment in the Scientific Track of the Athletic Training major. In only three years, with no formal marketing, the enrollment has grown to approximately 96 students. Based on the 100% graduate placement rate, it is highly probable that the current enrollment will be maintained and will most likely continue to grow.

Also the increase in the popularity of the Scientific Track in the Athletic Training has not impacted the BS in Athletic Training Clinical track. Overall enrollment for the Clinical Track is at 40 students which is limited by the availability of qualified clinical education affiliations.

### **Similar Programs**

There are no other Athletic Therapy majors in Utah or in the surrounding states. However, the curriculum is similar to the CAATE-accredited Athletic Training majors at Weber State University, the University of Utah, Southern Utah University, and Brigham Young University. Prospective students specifically choose the Scientific Track of the Athletic Training major at Weber State University because of the flexibility it provides them in preparing for graduate school. All CAATE-accredited athletic training education programs have extensive clinical hour requirements ranging from 50 to 200 required clinical hours per semester. The Scientific Track of the Athletic Training major, and the new proposed BS in Athletic Therapy major, only require students to complete an internship during one semester as all graduate professional programs require some form of student internship within the desired degree program a student is seeking. This frees up the student's time to complete the additional pre-requisites required for graduate school and work in one's chosen field as an aide, which is also typically required for entrance to graduate professional programs.



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

The Scientific Track of the Athletic Training major at Weber State University has been in place for three years. During this time, no impacts with other USHE institutions were reported from any other program or university in Utah. Therefore, because no change is being made to the curriculum, it is not anticipated that the new BS in Athletic Therapy major will have any impact on USHE institutions either.

### **Benefits**

The main benefit to creating the new BS in Athletic Therapy major will be preventing the loss of approximately 100 students to the College of Education and the Department of Health Promotion and Human Performance. Because of the accreditation requirements of the Clinical Track of the Athletic Training major, the Scientific Track must be eliminated. Renaming the track as a free-standing major will allow Weber State University to maintain the exact current curriculum of the current Scientific Track in the Athletic Training major. The curriculum can then continue to serve those students who desire a curriculum which prepares them for graduate professional study.

### **Consistency with Institutional Mission**

The proposed BS in Athletic Therapy is very consistent with Weber State University's mission of providing instructional programs designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world. Students graduating from the Scientific Track of the Athletic Training major have experienced great success and demonstrate 100% graduate school acceptance for those applying for admission.

The structure of the BS in Athletic Therapy and the interaction between the Athletic Therapy and Athletic Training majors allows students to transcend disciplinary boundaries and allows students with different professional goals to gain greater appreciation for the capability of each profession. This, too, is consistent with the mission of the University.

Finally, given the Bureau of Labor employment statistics, the BS in Athletic Therapy in collaboration with the experiences at Weber State University and within the community is serving to prepare students to attend graduate professional programs. Once these programs have been completed, graduates of the BS in Athletic Therapy will now function to fill a variety of allied health care positions which serve the public and aid in stimulating economic growth within the State of Utah.

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

### **Program Assessment**

The Weber State University BS in Athletic Therapy will use several assessment tools to evaluate the quality of individual courses and instructors, the quality of the internships and clinical affiliations, the satisfaction of the students in the program, the performance of each student following each clinical rotation, and the satisfaction with the education provided by the graduates. The Athletic Therapy Program Director will also continue to track the students' acceptance rate into professional graduate schools and/or employment.

The following form will continue to be completed by each student towards the end of each academic course.

1. HPHP Course Evaluation (for courses taught in the Department of HPHP)

The following forms will continue to be completed by each student during and following an internship:

1. Orientation and Initial Impression Report
2. Internship Description
3. Expectations
4. Status Report
5. Evaluation of Internship Experience Report

The following form will continue to be completed by each student's internship instructor:

1. Intern Performance Evaluation

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

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

Approximately 8-10 months following graduation, each graduate will be sent the following new form for completion:

1. Athletic Therapy Alumni Survey

Additional Outcomes Data:

1. The Athletic Therapy Program Director will continue to track are graduate placement data, indicating where are graduates placed either in jobs or graduate school.
2. The Program Director will also track the graduation/attrition rate.

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

### **Expected Standards of Performance**

The standards and competences required of the proposed BS in Athletic Therapy will be similar with those identified and utilized in the CAATE accredited Athletic Training Education Program, as the same core courses are required of both bachelor degree programs. Students in the proposed BS in Athletic Therapy, like the current students in the Scientific Track of the Athletic Training major sit together in the classes with the Athletic Training Clinical Track students. This will offer students in both degree programs the opportunity to learn from each others' personal and professional experiences. The difference between the proposed BS in Athletic Therapy and BS in Athletic Training revolves around substituting clinical courses in the BS in Athletic Training for pre-requisites necessary for the graduate professional program and an internship in the student's chosen field.

Core Athletic Therapy courses will include a variety of assessment strategies to ensure student learning. All courses consist of several unit exams and a final written examination. Courses with a lab component will include unit exams and a final oral/practical examination to ensure clinical competence. A majority of the courses also involve a writing and/or research component to assess students' critical thinking and written communication skills.

## SECTION V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 65       | 65       | 65       | 65       | 65       |
| Cost Per FTE              | 10184    | 10483    | 10798    | 11109    | 11435    |
| Student/Faculty Ratio     | 11       | 11       | 11       | 11       | 11       |
| Projected Headcount       | 100      | 100      | 100      | 100      | 100      |
|                           |          |          |          |          |          |
| <b>Project Tuition</b>    |          |          |          |          |          |
| Gross Tuition             | 195000   | 195000   | 195000   | 195000   | 195000   |
| Tuition to Program        | 195000   | 195000   | 195000   | 195000   | 195000   |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 450000   | 463500   | 477405   | 491727   | 506478   |
| Benefits                  | 198000   | 203940   | 210058   | 216359   | 222850   |
| Total Personnel           | 648000   | 667440   | 687463   | 708087   | 729329   |
| Current Expense           | 3000     | 3000     | 3000     | 3000     | 3000     |
| Travel                    | 10000    | 10000    | 10000    | 10000    | 10000    |
| Capital                   | 0        | 0        | 0        | 0        | 0        |
| Library Expense           | 1000     | 1000     | 1000     | 1000     | 1000     |
| Total Expense             | \$662000 | \$681440 | \$701463 | \$722087 | \$743329 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 0        | 0        | 0        | 0        |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | \$662000 | \$681440 | \$701463 | \$722087 | \$743329 |
| Tuition to program        | 0        | 0        | 0        | 0        | 0        |
| Fees                      | 0        | 0        | 0        | 0        | 0        |
| Total Revenue             | \$0      | \$0      | \$0      | \$0      | \$0      |
|                           |          |          |          |          |          |
| <b>Difference</b>         |          |          |          |          |          |
| Revenue-Expense           | \$0      | \$0      | \$0      | \$0      | \$0      |

**Budget**

Salaries and benefits were increased 3% per year to account for typical annual raises. All of these faculty and resources are currently in place. Changing this track to a major will not result in any additional expenses. All of the faculty teach in the Athletic Training major, in both the clinical and scientific tracks. Three of the faculty teach solely in the Athletic Training major, while the other six teach the majority of their classes in other programs including Health Promotion, Human Performance Management, and Nutrition. Therefore, the salaries and expenses do not relate exclusively to this track/new major.

There are approximately, 60 clinical track students and 100 scientific track students for a total of 160 students in the Athletic Training major. Therefore, a ratio of 100/160 was used to calculate FTE enrollment projections.

Several of the required courses in the Scientific Track/new Athletic Therapy major are outside of the Athletic Training Program and others are outside of the department and college.

**Funding Sources**

All funds will come from reallocation of funds.

**Reallocation**

All funds will be reallocated from the current Scientific Track of the Athletic Training major to the new Athletic Therapy major.

**Impact on Existing Programs**

No other programs will be affected.

## Appendix A: Program Curriculum

### All Program Courses

| Course Prefix & Number        | Title                                                              | Credit Hours |
|-------------------------------|--------------------------------------------------------------------|--------------|
| Core Courses                  |                                                                    |              |
| AT 2300                       | Emergency Response                                                 | 3            |
| AT 2430                       | Prevention and Care of Musculoskeletal Injuries                    | 3            |
| AT 3300                       | Evaluation and Care of Musculoskeletal Injuries: Lower Extremities | 3            |
| AT 3301                       | Evaluation and Care of Musculoskeletal Injuries: Upper Extremities | 3            |
| AT 4100                       | Basic Therapeutic Modalities for Musculoskeletal Injuries          | 3            |
| AT 4101                       | Advanced Therapeutic Modalities for Musculoskeletal Injuries       | 3            |
| AT 4200                       | Basic Rehabilitation of Musculoskeletal Injuries                   | 3            |
| AT 4201                       | Advanced Rehabilitation of Musculoskeletal Injuries                | 3            |
| AT 4550                       | General Medical Conditions and Advances in Athletic Training       | 3            |
| AT 4600                       | Administration and Management in Athletic Training                 | 3            |
| PEP 4890                      | Cooperative Work Experience                                        | 4-6          |
| HLTH SS1030*                  | Healthy Lifestyles                                                 | 3            |
| ZOOL 2100                     | Human Anatomy                                                      | 4            |
| ZOOL 2200                     | Human Physiology                                                   | 4            |
| PSY SS1010*                   | Introductory Psychology                                            | 3            |
| NUTR LS1020                   | Foundations in Nutrition                                           | 3            |
| PEP SI 3600*                  | Measurement and Evaluation                                         | 3            |
| PEP SI3500*                   | Kinesiology                                                        | 3            |
| PEP 3510                      | Exercise Physiology                                                | 3            |
| HTHS 2240                     | Introduction to Pharmacology                                       | 3            |
| PSY 3010                      | Abnormal Psychology                                                | 3            |
|                               | <b>Sub-Total</b>                                                   | 66-68        |
| Elective Courses              |                                                                    |              |
| AT 4800                       | Individual Projects                                                | 1-4          |
|                               | <b>Sub-Total</b>                                                   | 1-4          |
| Track/Options (if applicable) | None                                                               |              |
|                               | <b>Sub-Total</b>                                                   | 0            |
|                               | <b>Total Number of Credits</b>                                     | 57-59        |

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

No new courses will need to be added for the creation of the BS in Athletic Therapy, immediately or within the next five years.

## Appendix B: Program Schedule

| Freshman Fall                                                                                                                               | Credits          | Freshman Spring                                                                                                      | Credits          |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|------------------|
| AT 2300 – Emergency Response<br>NUTR LS1020 - Nutrition*                                                                                    | 3<br>3           | ZOOL 2100 – Human Anatomy<br>AT 2430 - Prev & Care                                                                   | 4<br>3           |
| Total Credits                                                                                                                               | 6                |                                                                                                                      | 7                |
| Sophomore Fall                                                                                                                              |                  | Sophomore Spring                                                                                                     |                  |
| AT 3300 – Eval & Care (Lower ext.)<br>PSY SS1010 – Intro to Psychology*<br>ZOOL 2200 – Human Physiology<br>HLTH SS1030 –Healthy Lifestyles* | 3<br>3<br>4<br>3 | PEP 3510 – Ex. Phys.<br>AT 3301 – Eval & Care (Upper ext)<br>HTHS 2240 – Pharm.<br>PSY 3010 – Abnormal Psychology    | 3<br>3<br>3<br>3 |
| Total Credits                                                                                                                               | 13               | Total Credits                                                                                                        | 12               |
| Junior Fall                                                                                                                                 |                  | Junior Spring                                                                                                        |                  |
| PEP SI3600 – Measure. & Evaluation*<br>AT 4100 - Basic Modalities<br>AT 4200 – Basic Rehab                                                  | 3<br>3<br>3      | PEP SI3500 - Kinesiology*<br>AT 4101 - Advanced Modalities<br>AT 4550 - General Medical for AT<br>4201 – Adv. Rehab. | 3<br>3<br>3<br>3 |
| Total Credits                                                                                                                               | 9                | Total Credits                                                                                                        | 12               |
| Senior Fall                                                                                                                                 |                  | Senior Spring                                                                                                        |                  |
| AT 4600 - Management                                                                                                                        | 3                | PEP 4890 - Coop work Exp.                                                                                            | 4-6              |
| Total Credits                                                                                                                               | 3                | Total Credits                                                                                                        | 4-6              |

Total Credits = 66-68

\* These courses count towards the Athletic Therapy major and the general education requirements. These courses total 15 credits making the additional major requirements a total of 51-53 credits

### **Appendix C: Faculty**

David Berry, PhD, LAT, ATC, EMT-B, PhD- Ohio University, Assistant Professor

Jennifer Hamson-Utley, PhD, ATC, PhD - DePaul University, Assistant Professor (Begins in Fall 2008)

Valerie Herzog, EdD, LAT, ATC, EdD - Marshall University, Assistant Professor

Full-Time Faculty in the Department of Health Promotion/Human Performance Teaching Athletic Therapy Support Courses

Molly Smith, PhD, Professor

Myron Davis, PhD, Professor

James Bemel, MSPH, HAS

Rodney A. Hansen, PhD, Asst. Professor

Jennifer M. Turley, PhD, Assoc. Professor

Joan S. Thompson, PhD, RD, CD, Assoc. Professor

## MEMORANDUM

July 1, 2008

TO: State Board of Regents

From: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science and Bachelor of Arts in Dance Education, Effective Fall 2008 – Action Item

### Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science and Bachelor of Arts (BS/BA) in Dance Education effective Fall 2008. This program was approved by the institutional board of trustees on February 12, 2008.

### Background

Weber State University's proposed Dance Education program combines study in dance pedagogy, choreography, history, and performance with secondary education requirements. This 120-hour program will prepare students to teach dance in public and private schools and in for-profit and non-profit settings. Weber's dance faculty reviewed curricula from recognized programs in order to develop its Dance Education program. Three tenured and four adjunct faculty will teach in the program; adjuncts with a baccalaureate degree will teach only studio courses. An additional two new courses – Music for Dance and Dance Kinesiology - will be needed to complete the Dance Education curriculum which, because of WSU's long standing dance program, is already in place. Neither additional funding nor faculty is needed. The Dance Education program will be housed in the Department of Performing Arts.

The Dance program will combine resources and curriculum with WSU's College of Education so that students will be prepared to earn licensure at the secondary education level. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of methods as well as the breadth of knowledge in both historical and current dance issues.

WSU dance faculty identified the need for trained dance teachers in northern Utah, specifically Weber, Davis, Morgan and Cache Counties, based on a survey of 25 dance professionals in public, private, and non-profit sectors. Findings from the survey indicated that slightly under half of those surveyed intend to pursue a bachelor's degree in Dance Education and over three quarters agreed that a graduate from WSU's Dance Education program would benefit their organization. Both need and opportunity converge with the Utah Legislature's \$15.82 million four-year appropriation of the Beverly Taylor Sorenson Elementary Arts Learning Program that promotes partnerships with higher education institutions to obtain



quality pre-service training, professional development, research, and leadership development for arts education.

The University of Utah, Southern Utah University, and Utah Valley University offer Dance and Dance Education programs. WSU faculty believe that students in the northern counties of Utah are better served by Weber State because of the University's proximity to their homes. All of the institutions with dance programs collaborate on regional and national conferences.

Two budgets are included in the proposal. The first demonstrates marginal costs of the proposed program. The second demonstrates the full Dance budget in which the new Dance Education program is absorbed.

#### Policy Issues

USHE institutions are supportive of the proposed program. The University of Utah finds the degree proposal consistent with accreditation guidelines.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Weber State University to offer Bachelor of Science and Bachelor of Arts degrees, raise questions, and, if satisfied, approve the request.

---

David L. Buhler, Interim Commissioner

DLB/PCS/HN  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer the Bachelor of Science and Bachelor of Arts in Dance Education

Weber State University

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

July 1, 2008

## **Section I: The Request**

Weber State University requests approval to offer a Bachelor of Science and Bachelor of Arts (BS/BA) in Dance Education effective Fall 2008. This program was approved by the institutional Board of Trustees on February 12, 2008.

## **Section II: Program Description**

### **Complete Program Description**

Weber State University's Dance program, housed within the Department of Performing Arts, proposes this degree for students who wish to pursue careers as teachers of dance in public schools, private educational institutions, and for-profit and non-profit environments. This major will focus on pedagogy, choreography, history, and performance.

The Dance Education degree will build upon a long-standing Dance major and Dance Teaching minor. Because these programs are already in place, the majority of the needed curriculum is already offered.

The Dance program will combine resources and curriculum with the WSU College of Education to offer licensure at the secondary education level. The proposed program is distinguished by its emphasis on the dance arts. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of methods as well as the breadth of knowledge in both historical and current dance issues.

Prior to the design of this program, an examination of several of the nation's top Dance Education programs was completed. WSU's faculty adapted the finest elements of these programs to the needs of the local community and the students. The design of the proposed program offers a strong core of required courses along with electives which prepare students to become dance educators as they are readied for Utah State Board of Education Licensure. This makes possible a career path in Dance Education with full participation in many aspects of the field.

Students in the program will acquire the advanced skills essential for research, methods and creative applications required of the discipline. Coursework in dance technique, dance kinesiology, stage production, dance history and related arts are combined with the requirements for licensure, providing the basis for both graduate study and careers in public/private sector dance education.

Although the Dance program provides a Dance Teaching minor, this offering no longer distinguishes a graduate as being highly qualified. A BS/BA in Dance Education will assure that graduates are highly qualified and meet both the state and federal requirements for teaching dance in public schools.

The NCLB definition of a highly qualified teacher is a teacher who:

- Has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

The NCLB highly qualified teacher requirement applies to all teachers who teach in the core academic areas of:

- English, Language Arts, Reading
- Mathematics, Science
- History, Civics/Government, Geography, Economics
- Foreign Languages (World Languages)
- Art—Visual Arts, Theatre, Dance, Music (General, Choral, Instrumental)

The Dance program will combine resources and curriculum with the WSU College of Education, thereby preparing students for licensure at the secondary education level. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of pedagogical methods and applications as well as breadth and depth of knowledge in both historical and current dance issues.

The BS/BA in Dance Education will be a rigorous program requiring a minimum 120 credit hours, 42 credit hours within the core discipline. The format will allow most students to complete the degree in four years.

General Requirements:

1. WSU Core
2. General Education
3. An overall GPA of 2.75
4. Minimum 120 hours
5. A total of 40 upper division credit hours (courses numbered 3000 and above)
6. 27 Credit Hours in Teacher Education

Major Requirements:

1. 42 Credit Hours in Dance
2. Must meet the Teacher Education admission and licensure requirements
3. BA candidates must complete 16 credit hours of a Foreign Language
4. BS candidates must complete 6 credit hours of Scientific Inquiry and an additional 7 credit hours in Dance Program Electives
5. No Minor required

## PROGRAM OUTLINE

---

Degree: Bachelor of Science/Bachelor of Arts in Dance Education

- Minimum hours required to graduate: 120 credit hours.
- Students must satisfy 42 credit hours within the major and must meet the Teacher Education admission and licensure requirements. A total of 40 upper-division credit hours are required (courses numbered 3000 and above).
- BA candidates must complete 16 credit hours of a Foreign Language.
- BS candidates must complete 6 credit hours of Scientific Inquiry and an additional 7 credit hours in Dance Program Electives.
- No minor required.
- All BS or BA candidates in Dance Education must consult the Dance program advisor at least once a term.

## **Purpose of the Degree**

According to surveys of 25 professionals in the field of private, public and non-profit dance education, 78 percent of respondents agreed that a graduate from the proposed Dance Education program would benefit their organization. Over 50 percent of those surveyed agreed that a degree from the program would help advance their own careers.

Currently, there is a need for more secondary education dance teachers who are highly trained and licensed to work in the public sector. The Utah State Office of Education states that, "Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of the human being." The Utah State Dance Core divides the goals of dance education into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. The WSU program will meet these standards in order to provide highly qualified dance educators. As a guide the Dance program follows the National Association of Schools of Dance (NASD) standards for a baccalaureate degree in K-12 Dance Education.

In Northern Utah there is a widely growing base of private schools and dance studios focused on pre-professional training in the arts. Private sector dance educators see the proposed program as a means to supply newly prepared teachers to their expanding businesses. This is especially important at a time when numerous establishments in the private sector are currently relying upon Weber State University Dance majors and minors as new hires.

The broader applications for a Dance Education major are diverse. Careers beyond secondary education include higher education at master's and doctoral levels. Positions include performing arts, physical education and liberal arts programs. Dance educators also work in the professional field as dance therapists, researchers, historians, dance film/videographers, somatic practitioners, dance critics, and dance journalists. Additional career paths lead dance educators to performance opportunities, private studio positions/ownership and teaching-artist workshops and residencies.

## **Institutional Readiness**

The Dance program, with its dance education specialists, will not require additional faculty. Space for the program is already allocated. The net gain of students anticipated at 5-8 per year can easily be accommodated with current faculty and physical facilities.

## **Faculty**

The WSU Performing Arts Department has three full-time dance faculty members with Master of Fine Arts degrees (the dance field's terminal academic degree) and four adjunct dance faculty members. The faculty members are active scholars with a diverse range of creative and scholarly research experience that will provide the breadth and depth for a strong program.

## **Staff**

The Dance program does not anticipate adding new staff. Currently, the Dance program shares a staff secretarial position with Music and Theatre programs within the Performing Arts Department. The Dance

program hires one work-study student per semester to assist with specific dance-related tasks and clerical work.

### **Library and Information Resources**

The current library holdings, together with electronic and other information resources, are sufficient for student use. New resources will continue to be added.

### **Admissions Requirements**

The Dance program has an open admissions policy. The National Association of Schools of Dance Handbook notes,

"Some institutions have open admission policies. In such cases, auditions and evaluations associated with confirming degree candidacy must occur no later than the end of the first half of the degree program (NASD Handbook 2007-2008 p. 79)."

Students seeking teaching licensure through the Dance Education degree must: 1) be reviewed and assessed through sophomore juries for competencies needed to continue through the major to completion, and 2) meet the teacher education admission and licensure requirements.

#### **Admission to Teacher Education Licensure Program:**

The Teacher Education Admissions and Retention Committee screens program applicants. Members of the committee are made up of faculty and staff in the Department of Teacher Education as well as faculty in WSU arts and sciences departments. The admission/retention committee provisionally admits and then monitors student progress throughout programs of study.

Provisional Admissions Requirements for the Teacher Education Program:

1. Complete at least 40 semester hours of general education or relevant prerequisite courses.
2. Submit transcripts from Weber State University, as well as from any other college you have attended.
3. Complete the Collegiate Assessment of Academic Proficiency (CAAP) test. CAAP is a standardized assessment designed to show achievement levels in reading, writing and mathematics.

After candidates have completed several semesters and demonstrated professional knowledge, skills, and dispositions, they become candidates for licensure and become fully admitted to a licensure program.

### **Student Advisement**

Students will meet with their advisor at the time of initial enrollment or soon thereafter to discuss interests, attributes, and background. Students will discuss academic and career goals and plan a course of study devised to attain their goals. Students are invited and encouraged to meet with the advisor each semester and are required to meet at least once each year to reassess goals, course of study, and learn of new opportunities. All Dance Education majors will meet together as a group with the advisor to discuss the program. This meeting will be a review of the program and an opportunity for more senior students to advise new students.

## Justification for Number of Credits

The BS/BA in Dance Education will require 120 credit hours, a minimum of 42 credit hours in Dance and a minimum of 27 credit hours in the College of Education. Along with the General Education requirements this format will allow most students to complete the degree in four years.

## External Review and Accreditation

The Dance program, housed within the Department of Performing Arts, follows standards of the National Association of Schools of Dance (NASD). The Dance program plans to pursue accreditation through NASD in the next three to five years given appropriate resources. Currently, the Dance program is working to expand the use of live accompaniment for dance technique classes. The use of live accompaniment is a standard to which the program is steadily moving (NASD Handbook 2007-2008 p.55). Currently, the Dance program uses music students to act as live accompanists for technique classes.

The WSU College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), but will be pursuing future accreditation by the Teacher Education Accreditation Council (TEAC).

## Projected Enrollment

Seven students are projected for first year enrollment. It is expected that the proposed program will grow steadily. Prospective students will be contacted regarding program admissions as soon as it is launched.

The faculty/student ratio meets the requirements of NASD.

| Year | Student FTE | # of Faculty | Mean FTE-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------|--------------|---------------------------|---------------------------|
| 1    | 7           | 7            | 1                         | N/A                       |
| 2    | 7           | 7            | 1                         | N/A                       |
| 3    | 8           | 7            | 1.14                      | N/A                       |
| 4    | 9           | 7            | 1.28                      | N/A                       |
| 5    | 12          | 7            | 1.71                      | N/A                       |

## Expansion of Existing Program

The BS/BA in Dance Education is being proposed as a new degree within the Dance program which is housed within the Department of Performing Arts and shares resources and space with Music and Theatre. Since 1997, when the creation of the Bachelor of Arts in Dance was created at Weber State University, the goal has been to add to the degree offerings when the need presented itself. The current BA in Dance offers the breadth and depth of knowledge requisite in a liberal arts atmosphere.

Two additional courses, Music for Dance and Dance Kinesiology, have recently made their way through the institutional approval process and have been added as permanent courses. These two new courses were designed and implemented as requirements for the proposed major. In the BA in Dance, Dance minor and Dance Teaching minor, these two new courses will be offered as electives.

Built into the current major are courses in dance pedagogy for elementary and secondary levels, dance history and culture courses spanning primitive through contemporary forms, and a series of improvisational and compositional courses designed for increasing understanding of aesthetics as intellectual content, skill and knowledge. All dance students must take the requisite courses in technique, including Ballet, Modern, and Jazz forms. Supplemental forms such as Folk, Flamenco and Tap inform students about developments in dance related to culture and community.

### **Section III: Need**

#### **Program Need**

"Dance education serves as a lens for perceiving and a language for communicating. Without dance education, individuals are not only denied access to a significant area of human knowledge but are also hampered in terms of their capacity to fully perceive the world, communicate with others, and understand the body in which they reside. Dance, as an expression of the human body, mind and spirit is inherent in us all. It is the access to the possibilities of our individual and collective potential in movement expression and learning that is a responsibility of our educational system (The American Alliance for Health, Physical Education, Recreation and Dance, 1992)."

The state of Utah has a long-standing commitment to dance and dance education. A critical mass of renowned dance educators, a history of collaborating with public schools, and a large pool of former and current dance students make Utah a fertile setting for sustained research on dance education.

The following examples of arts-in-education studies are included in order to give justification to the program proposal. Graduates of the BS/BA Dance Education program will find employment in public and private sector dance education, as well as for-profit and non-profit arts organizations as arts advocates, administrators and fundraisers. Additionally, some will continue on to graduate school and find their place in the field as dance scholars and/or faculty in higher education.

**National Center on Education and the Economy (NCEE)** commissioned leaders in business, education, and government to study the education system and make recommendations for reforms. Their publication, "Tough Choices or Tough Times," was released in December 2006. The report predicts that in the current and future economy, "the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth. Candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly and work well as a member of a team." The report from the National Center on Education and the Economy further states, "the arts will be an indispensable foundation for everything that comes after for most members of the workforce."

#### **The National Endowment for the Arts Utah Dance Education Grant**

This grant brought together the Utah Arts Council (UAC), USOE, Repertory Dance Theatre, Children's Dance Theatre, Ballet West and Ririe-Woodbury Dance Company to explore the effectiveness of dance education programs offered by the dance companies. The UAC secured Rob Horowitz, nationally known arts education researcher, to conduct the evaluation and research. The results of this project were published in 2006. The study focused on how dance education influenced student development, dance skills, thinking skills, social skills, personal development and self perception, and academic skills and school engagement. Teachers reported improved dance skills (81%), performance skills (78%),



expressiveness (80%), problem solving (51%), memory (61%) and creative skills (79%). Parents reported that their children improved problem solving (82%), memory (86%), creative skills (98%), and peer relationships (71-97%).

Findings from a study conducted in 2006 by Timothy W. Bothell (PhD Dissertation, BYU) and reported by Susan J. Clark, demonstrated more emotional maturity, intelligence and higher art activity participation among children in the Art Works for Kids pilot program. A study by College Board demonstrated that high school students who take four years of arts and music classes score 103 points higher on their SATs than students who took one-half year or less. In addition, these students scored an average of 533 on the 'Writing' portion of the SAT, 61 points higher than those students with one-half year or less of arts and music classes.

The BS/BA in Dance Education is designed to fill an unmet need in the Weber/Davis/Morgan/ Cache county areas. This degree will provide preparation and growth for future teachers and current professionals who wish to advance their careers in various aspects of the field that require dance education training for employment.

The proposed program also prepares students to enter graduate programs for dance and/or dance education. Although a Dance Education degree is offered by other USHE institution, many students and professionals in the Northern Utah area find it too time consuming and cost prohibitive to commute outside of the area where they live and work. The mission of WSU specifically charges the institution to provide for the academic needs in the Weber and Davis County areas. Interest from students and professionals clearly demonstrates a need for the proposed program which will be housed on the WSU Ogden campus, providing easy access in a central location.

The Dance program intends to pursue service-learning opportunities for Dance Education majors through the Beverley Taylor Sorenson Elementary Arts Learning Program. Passed by the Utah Legislature in the 2008 general session, the legislation allocated a one-time expenditure of \$15.82 million over a four-year period. Schools that participate in the Beverley Taylor Sorenson Elementary Arts Learning Program shall partner with Utah higher education institutions that award education degrees to obtain quality pre-service training, professional development, research, and leadership development for arts education. Funding will be awarded through a proposal process to enable Utah school districts and charter schools to hire qualified school-based arts professionals. Funds also have been appropriated to support partnerships between participating schools and Utah's teacher preparation institutions. This legislation provides an opportunity, over the next four years, to demonstrate that academic, social, and artistic development are greatly enhanced when a qualified arts education specialist teaches side-by-side with the classroom teacher. The Utah Legislature, the Utah Arts Council, and the Utah State Office of Education endorse this teaching model.

### **Labor Market Demand**

The program will provide easy access to students and professionals in the field who wish to advance their careers in the public, private and non-profit sectors. Many alumni from the BA Dance major, Dance minor and Dance Teaching minor currently teach in Northern Utah public schools and private studios. With increased demand for highly qualified dance teachers, it will be necessary for many future dance educators to hold a Bachelor's in Dance Education.

The majority of students entering the proposed program is expected to be currently teaching or hoping to teach in the future. In a survey of 25 professionals in public, private and non-profit sectors, 46.2 percent indicated that they intended to pursue a degree in Dance Education. The survey also concluded that 54 percent of professionals in the field would consider earning their BS/BA in Dance Education if the proposed program is approved. Further, the survey showed that 78 percent agreed that a graduate from the proposed program would benefit their school and/or organization. Additionally, 56 percent fully agreed that a BS/BA in Dance Education from WSU would help them advance their careers.

### **Student Demand**

In the fall of 2006, WSU's Dance program conducted a survey of 58 dance majors, dance minors, dance teaching minors, and general student population enrolled, largely undeclared majors, in dance classes. Statistical analysis of the survey responses indicated that 77.6 percent of respondents agreed that they would be interested in majoring in Dance Education if the program were approved.

Additionally, 81 percent of respondents are Northern Utah residents and would benefit from this program offering in their area. This degree would prepare future teachers and current professionals who wish to advance their careers in various aspects of the field that require dance education training for employment.

### **Similar Programs**

Southern Utah University offers a Dance Education major and Utah Valley University offers a BS in Dance Education. Both programs are well respected and led by experienced and talented faculty but do not serve the northern area of the state. The University of Utah offers a K-12 Dance Teaching minor. For the purposes of creating highly qualified dance educators licensed in secondary education, prospective students must major, and not minor, in Dance Education.

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

The proposed program has been discussed with the University of Utah's College of Fine Arts Associate Dean Brent Schneider, Department of Modern Dance Chair Donna White, and Department of Dance Professor Abby Fiat. All three were supportive of the proposed program and found no conflict with their current offerings. Letters of support were emailed to WSU from the Associate Dean and Chair. Due to the proximity of the institution, the University of Utah was consulted. The dance chair from the University of Utah also wrote in support of WSU's proposed Dance Education program stating that the program was well conceived and will meet the need for more dance educators.

In addition, SUU and UVU were notified as to the proposed degree offering and raised no direct concerns as to the impact on their existing programs.

The Dance program at Weber State University already collaborates with these institutions through joint conferences of the Utah Dance Education Organization, The American College Dance Festival and The National Dance Education Organization, the first two WSU Dance program has hosted and will be hosting again in 2010. Further collaborative efforts include dance faculty at WSU and UVU who are designing an on-line course sequence and resource site for the study of dance history. In addition, a recent work created by WSU professor Erik Stern, *Demolition Derby: when a mind loses it's license to drive*, employed

University of Utah graduate students and WSU undergraduate dancers for performances in Salt Lake City and New York City.

## **Benefits**

Faculty in the Dance program at Weber State University believe that the field of dance needs many different kinds of professionals with diverse strengths and aesthetic points of view. The benefits of the proposed program include:

- Increasing student numbers in the Department of Performing Arts and the College of Education.
- Attracting and retaining students who want to be educators in the dance field.
- Rounding out arts education opportunities within the University and the community.
- Providing teacher training in Northern Utah.
- Broadening the options for future educators.

## **Consistency with Institutional Mission**

The proposed BS/BA in Dance Education is consistent with the University's mission. The Regents have categorized Weber State University as a Type II University. The collective emphasis is on pedagogical methods related to creative and scholarly inquiry. At WSU the Dance program has a long history of collaboration with the local community and the larger Northern Utah area. The proposed degree offering is a natural extension to the work that predates the BA in Dance in 1998. The role of the proposed degree will be to create highly qualified dance educators prepared to move from the University into public sector dance education, private sector dance education, for-profit and non-profit arts organizations and arts-in-education advocacy.

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

### **Program Assessment**

The BS/BA in Dance Education will be assessed in many ways. Student evaluations and peer faculty feedback provide ongoing assessment of quality of instruction, appropriateness of class objective, intellectual/artistic stimulation and overall value of the course. Follow-up surveys are distributed to dance students after they leave WSU and will be extended to include Dance Education graduates.

Students will meet with the advisor at least once each semester and participate in mandatory yearly group meetings of all Dance Education majors. Both sessions will provide constant feedback on quality of teaching and objectives of the program and will facilitate dialogue about student needs. Faculty performance summaries and recommendations will be part of the ongoing review of the major. Each year, dance faculty will meet with the two other education specialists in the Department of Performing Arts to suggest changes, refine the program, identify trends and coordinate strategies for implementing these improvements.

## Expected Standards of Performance

Expected Standards of Performance for students are demonstrated proficiency in dance technique, research and writing, public presentations, awareness of cultural diversity, interest in outreach, and awareness of the impact that dance can have on education and culture. A grade point average of 2.75 must be maintained.

## Section V: Finance

### Budget

The proposed Dance Education program will require no new funding. Current faculty members associated with the Dance program will continue to teach their normal course loads. No new office, studio or classroom space is needed. Advising for this program will require no new resources. Therefore, the proposed program will incur no new expenses. The program is expected to raise small amounts of revenue within the first five years.

The program budget is presented in two formats. The first reflects only the additional students and additional expenses of adding the Dance Education degree to the existing Dance degree and Dance Teaching minor. As noted, the curriculum, faculty and administrative structure are already in place because of the long-standing Dance degree and the Dance Teaching minor. For this reason, the marginal expenses associated with the program are zero. The small amount of additional tuition revenue generated would go to the general university fund (Education and General).

### Budget for Proposed Dance Education Degree (i.e., Marginal Cost Budget for New Program within an Existing Program Structure)

| Financial Analysis Form for All R401 Documents |  |        |         |        |        |        |
|------------------------------------------------|--|--------|---------|--------|--------|--------|
|                                                |  | Year 1 | Year 2  | Year 3 | Year 4 | Year 5 |
| <b>Students</b>                                |  |        |         |        |        |        |
| Projected FTE Enrollment                       |  | 7      | 7       | 8      | 9      | 12     |
| Cost Per FTE                                   |  | 0      | 0       | 0      | 0      | 0      |
| Student/Faculty Ratio                          |  | 1      | 1       | 1.14   | 1.28   | 1.71   |
| Projected Headcount                            |  | 7      | 7       | 8      | 9      | 12     |
|                                                |  |        |         |        |        |        |
| <b>Projected Tuition</b>                       |  |        |         |        |        |        |
| Gross Tuition (Dance Education Program)        |  | 23,562 | 24,2682 | 27,735 | 31,202 | 41,603 |
| Tuition to Program                             |  | 0      | 0       | 0      | 0      | 0      |
| <b>Expense</b>                                 |  |        |         |        |        |        |
| Salaries & Wages                               |  | 0      | 0       | 0      | 0      | 0      |
| Benefits                                       |  | 0      | 0       | 0      | 0      | 0      |
| Total Personnel                                |  | 0      | 0       | 0      | 0      | 0      |
| Current Expense                                |  | 0      | 0       | 0      | 0      | 0      |
| Travel                                         |  | 0      | 0       | 0      | 0      | 0      |

| Financial Analysis Form for All R401 Documents |                           |        |        |        |        |        |
|------------------------------------------------|---------------------------|--------|--------|--------|--------|--------|
|                                                |                           |        |        |        |        |        |
|                                                |                           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|                                                | Capital                   | 0      | 0      | 0      | 0      | 0      |
|                                                | Library Expense           | 0      | 0      | 0      | 0      | 0      |
|                                                | Total Expense             | 0      | 0      | 0      | 0      | 0      |
|                                                | Revenue                   |        |        |        |        |        |
|                                                | Legislative Appropriation | 0      | 0      | 0      | 0      | 0      |
|                                                | Grants                    | 0      | 0      | 0      | 0      | 0      |
|                                                | Reallocation              | 0      | 0      | 0      | 0      | 0      |
|                                                | Tuition to Program        | 0      | 0      | 0      | 0      | 0      |
|                                                | Total Revenue             | 0      | 0      | 0      | 0      | 0      |
|                                                |                           |        |        |        |        |        |
|                                                |                           |        |        |        |        |        |
|                                                | Difference                |        |        |        |        |        |
|                                                | Revenue-Expense           | 0      | 0      | 0      | 0      | 0      |

The second budget reflects the total consolidated budget of the existing Dance degree and Dance Teaching minor with the addition of the new Dance Education degree. This budget reflects the revenues and expenses of all WSU dance programs and the total student enrollment of all dance programs.

Dance Program as whole  
(Dance Major, Dance Minor, Dance Teaching Minor and Proposed Dance Education Degree)  
(Total Cost and Revenue Budget)

| Financial Analysis Form for All R401 Documents |                                               |         |         |         |         |         |
|------------------------------------------------|-----------------------------------------------|---------|---------|---------|---------|---------|
|                                                |                                               |         |         |         |         |         |
|                                                |                                               | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
| Students                                       |                                               |         |         |         |         |         |
|                                                | Projected FTE Enrollment                      | 47.8    | 47.8    | 48.8    | 49.8    | 52.8    |
|                                                | Cost Per FTE                                  | 5,417   | 5,524   | 5,521   | 5,516   | 5,310   |
|                                                | Student/Faculty Ratio                         | 6.8     | 6.8     | 6.9     | 7.1     | 7.5     |
|                                                | Projected Headcount                           | 48      | 48      | 49      | 50      | 53      |
|                                                |                                               |         |         |         |         |         |
| Projected Tuition                              |                                               |         |         |         |         |         |
|                                                | Gross Tuition (Department of Performing Arts) | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |
|                                                | Tuition to Program (Dance Program)            | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |
|                                                |                                               |         |         |         |         |         |
|                                                |                                               |         |         |         |         |         |
| 5 Year Budget Projection                       |                                               |         |         |         |         |         |
|                                                |                                               | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
| Expense                                        |                                               |         |         |         |         |         |
|                                                | Salaries & Wages                              | 178,158 | 181,721 | 185,355 | 189,062 | 192,843 |

| Financial Analysis Form for All R401 Documents |         |         |         |         |         |  |
|------------------------------------------------|---------|---------|---------|---------|---------|--|
|                                                | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |  |
| Benefits                                       | 75,984  | 77,504  | 79,053  | 80,635  | 82,248  |  |
| Total Personnel                                | 254,142 | 259,225 | 264,408 | 269,697 | 275,091 |  |
| Current Expense                                | 2,169   | 2,169   | 2,225   | 2,225   | 2,350   |  |
| Travel                                         | 1,165   | 1,165   | 1,300   | 1,300   | 1,500   |  |
| Capital                                        | 0       | 0       | 0       | 0       | 0       |  |
| Library Expense                                | 1,450   | 1,450   | 1,450   | 1,450   | 1,450   |  |
| Total Expense                                  | 258,926 | 264,009 | 269,383 | 274,672 | 280,391 |  |
| Revenue                                        |         |         |         |         |         |  |
| Legislative Appropriation (existing)           | 138,363 | 138,363 | 138,363 | 138,363 | 138,363 |  |
| Grants                                         | 12,737  | 12,331  | 11,882  | 11,700  | 11,700  |  |
| Reallocation                                   | 18,900  | 18,900  | 18,900  | 18,900  | 18,900  |  |
| Tuition to Program                             | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |  |
| Total Revenue                                  | 259,976 | 265,059 | 270,433 | 276,430 | 282,985 |  |
|                                                |         |         |         |         |         |  |
| Difference                                     |         |         |         |         |         |  |
| Revenue-Expense                                | 1,050   | 1,050   | 1,050   | 1,758   | 2,594   |  |
|                                                |         |         |         |         |         |  |
| Comments                                       |         |         |         |         |         |  |

### Funding Sources

WSU's Dance program is continually engaged in the fundraising process through grant submissions. Grants awarded to the Dance program support all areas of activities. The Dance program applies for funds to help support the program's service learning courses, such as Moving Company and Dance History Project, located in Weber County and Ogden City public schools to provide youth with information and experiences in the art form. In turn, these courses educate the Dance program students in arts-education and community outreach. Furthermore, the Dance program submits proposals to help cover the costs of new equipment and materials. Examples of recent items include flooring, musical instruments, costumes, transportation, video cameras and portable hard drives. Recent funds from 2005-2008 include:

The John A. and Telitha E. Lindquist Creative Endeavor Award- \$1,500

Wells Fargo Bank-\$7,000

The Alan E. and Jeanne N. Hall Endowment- \$6,000

WSU Academic Resources and Computing Committee- \$4,000

The Marriner S. Eccles Foundation- \$7,000

WSU Hemingway New Faculty Vitality Grant - \$600

Research, Scholarship, and Professional Growth Committee- \$2,000

### Reallocation

The proposed program relies on existing courses and professors. The program should generate new revenue without incurring new costs; thus, there should be no internal reallocation. In the Dance program, the reallocations of funds come from the College of Arts and Humanities, the Stewart Library, and Continuing Education.

### **Impact on Existing Budgets**

The impact on existing budgets will be negligible. Both the Department of Performing Arts and the College of Education currently offer all of the undergraduate coursework to meet the needs of the BS/BA in Dance Education. Resources devoted to these classes will support the new major while continuing to maintain existing programs.

## Appendix A: Program Curriculum

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

The following 2 courses have been taught experimentally and have recently moved through the university curriculum approval process to be assigned permanent course numbers. These 2 courses, Music for Dance and Dance Kinesiology, are the only 2 courses that are new to the curriculum. They will be required courses of the Dance Education Major. They are now, and will remain, electives for the BA in Dance, Dance Minor and Dance Teaching Minor. There are no additional plans to build new course work in the next five years.

| Course Number | Title             | Credit Hours |
|---------------|-------------------|--------------|
| 1310          | Music for Dance   | 2            |
| 2300          | Dance Kinesiology | 2            |

### New Course Descriptions

#### DANC 1310. Music for Dance (2)

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

#### DANC 2300. Dance Kinesiology (2)

This course provides a study of anatomy and kinesiology with a specific focus on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies. The course prepares the student to understand basic kinesiological analysis and fundamental concepts of somatic inquiry. Co-requisite: NUTR LS1020 Foundations in Nutrition

### All Program Courses

All courses to be included in the program:

#### DANCE

| Course Number            | Title                                        | Credit Hours |
|--------------------------|----------------------------------------------|--------------|
| <b>General Education</b> |                                              |              |
| DANC 1010                | Intro to Dance                               | 3            |
| <b>Core Courses</b>      |                                              |              |
| DANC 1100                | Ballet I                                     | 1            |
| DANC 1200                | Modern I                                     | 1            |
| DANC 1310                | Music for Dance                              | 2            |
| DANC 1500                | Jazz I                                       | 1            |
| DANC 1520                | Folk and Ethnic Dance                        | 1            |
| DANC 1580                | Tap Dance                                    | 2            |
| DANC 2250                | Alignment and Conditioning for Dance/Pilates | 1            |
| DANC 2300                | Dance Kinesiology                            | 2            |
| DANC 2410                | Improvisation                                | 2            |



|                  |                                                                     |     |
|------------------|---------------------------------------------------------------------|-----|
| DANC 2470        | Ballet II                                                           | 1   |
| DANC 2480        | Jazz II                                                             | 1   |
| DANC 2490        | Modern II                                                           | 1   |
| DANC 3010        | Dance History I: Primitive Period-the Early Decades of Modern Dance | 3   |
| DANC 3020        | Dance History II: 20th Century Art and Education                    | 3   |
| DANC 3320        | Techniques and Materials for Teaching Modern Dance                  | 2   |
| DANC 3470        | Ballet III                                                          | 1   |
| DANC 3490        | Modern III                                                          | 1   |
| DANC 3500        | Choreography I: Space & Time/Design in Dance                        | 2   |
| DANC 3510        | Choreography II: Process                                            | 2   |
| DANC 3520        | Choreography Practicum                                              | 1   |
| DANC 3640        | Teaching Creative Dance in the Elementary School                    | 2   |
| DANC 3860        | Field Experience                                                    | 1   |
| DANC 4700        | Creative Synthesis in Dance                                         | 2   |
| DANC 4910        | Rehearsal and Performance                                           | 1   |
|                  | SUB-TOTAL                                                           | 40  |
| <b>ELECTIVES</b> |                                                                     |     |
| DANC 2610        | Dance for the Camera                                                | 2   |
| DANC 2890        | Cooperative Work Experience                                         | 1-6 |
| DANC 2920        | Short Courses, Workshops, Institutes and Special Programs           | 1-4 |
| DANC 2950        | Dance Festival Participation                                        | 1   |
| DANC 3440        | Dance for Musical Theatre                                           | 1   |
| DANC 3450        | Special Topic Dance Form                                            | 1   |
| DANC 3710        | Dance History Project: Development                                  | 2   |
| DANC 3711        | Dance History Project: Performance                                  | 2   |
| DANC 3910        | Moving Company: Rehearsal & Development                             | 2   |
| DANC 3911        | Moving Company: Performance                                         | 2   |
| DANC 4250        | Alignment and Conditioning for Dance/Pilates                        | 1   |
| DANC 4610        | Dance for the Camera                                                | 2   |
| DANC 4620        | Dance for the Camera Seminar                                        | 1   |
| DANC 4800        | Individual Study                                                    | 1-4 |
| DANC 4890        | Cooperative Work Experience                                         | 1-6 |

|           |                                                           |       |
|-----------|-----------------------------------------------------------|-------|
| DANC 4910 | Rehearsal and Performance                                 | 1     |
| DANC 4920 | Short Courses, Workshops, Institutes and Special Programs | 1-4   |
| DANC 4950 | Dance Festival Participation                              | 1     |
|           | SUB-TOTAL                                                 | 24-43 |
|           | TOTAL DANCE CREDITS                                       | 64-83 |

## SECONDARY EDUCATION LICENSURE

|            |                                                                                                                               |    |
|------------|-------------------------------------------------------------------------------------------------------------------------------|----|
| EDUC 1010  | Exploring Teaching                                                                                                            | 3  |
| EDUC 3200S | Foundations of Diversity: Culturally, Linguistically Responsive Teaching                                                      | 3  |
| EDUC 3260S | The Exceptional Student                                                                                                       | 3  |
| EDUC3900   | Preparing, Teaching, and Assessing Instruction                                                                                | 3  |
| EDUC 3930  | Reading and Writing Across the Secondary Curriculum (3)<br>Secondary Teacher Education - Clinical Practice (Student Teaching) | 3  |
| EDUC 4940  | Clinical Practice in Secondary Education                                                                                      | 8  |
| EDUC 4950  | Integrated Secondary Clinical Practice Seminar                                                                                | 4  |
|            | TOTAL SECONDARY EDUCATION CREDITITS                                                                                           | 27 |

## Course Descriptions

\*Designates courses presently offered which will become part of the BS/BA Program.

**\*DANC CA/DV1010. Introduction to Dance (3)**

An introduction to dance providing a knowledge base from which to experience dance from a variety of viewpoints: historically, culturally, aesthetically, critically, and creatively. This course takes a close-up look at the rules, messages, and meanings embodied in dance around the world. This is a writing intensive course. Students are expected to attend dance concerts outside regularly scheduled class time. Open to all students.

**\*DANC 1100. Ballet I (1 each)**

Introduction to the techniques of the classical ballet including alignment, positions, port de bras, and allegro combinations. May be repeated for a maximum of 4 credit hours. Open to all students.

**\*DANC 1200. Modern I (1 each)**

Introduction to the movement techniques of modern dance. May be repeated for a maximum of 4 credit hours. Open to all students.

**\*DANC 1310. Music for Dance (2)**

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

**\*DANC 1450. Special Topic Dance Form (1)**

This course is designed to provide enrichment opportunities for those who undertake dance as a field of study or as recreational activity. It allows for the study of changing series of dance forms, including, but not limited to African, Flamenco, Middle Eastern, Clogging, Ballroom, Renaissance, etc.

**\*DANC 1500. Jazz I (1 each)**

Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. May be repeated for a maximum of 4 credit hours. Open to all students.

**\*DANC 1520. Folk & Ethnic Dance (1)**

Folk and ethnic dances of Europe, Near and Far East, Africa, and the Americas as they relate to concert dance. Open to all students.

**\*DANC 1580. Tap Dance (2)**

Special training in tap dance skills and techniques.

**\*DANC 2250. Alignment and Conditioning for Dance/Pilates (1)**

Strength and alignment for dancers, using Pilates mat exercises. The class addresses areas of strength essential for dancers, focuses on breathing techniques integral to the exercises, and uses the exercises as a means to better understand and improve alignment. The course also addresses how strength and alignment facilitates more ease and efficiency in movement. To repeat the class a student must have the permission of the instructor.

**\*DANC 2300. Dance Kinesiology (2)**

This course provides a study of anatomy and kinesiology with a specific focus on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies. The course prepares the student to understand basic kinesiological analysis and fundamental concepts of somatic inquiry. Co-requisite: NUTR LS1020 Foundations in Nutrition

**\*DANC 2410. Improvisation (2)**

Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills.

**\*DANC 2470 Ballet II (1 each)**

Technique course designed to increase skill in classical ballet. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1100 (2 credit hours minimum), or DANC 2470 (1 credit hour minimum), or by audition.

**\*DANC 2480. Jazz II (1 each)**

Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1500 (2 credit hours minimum), or DANC 2480 (1 credit hour minimum), or by audition.

**\*DANC 2490. Modern II (1 each)**

Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1200 (2 credit hours minimum), or DANC 2490 (1 credit hour minimum), or by audition.

**\*DANC 2610. Dance for the Camera (2)**

This course will provide students with an opportunity to explore the integration of dance and technology, specifically the use of the digital video medium.

**\*DANC 2890. Cooperative Work Experience (1-6)**

Open to all students in the Dance Area who meet the minimum cooperative work experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department. May be repeated to a maximum of 6 credits. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 2920. Short Courses, Workshops, Institutes and Special Programs (1-4)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 2950. Dance Festival Participation (1)**

Students attend the American College Dance Festival Association's regional gathering to study a variety of dance forms with professionals from across the country. Students see the choreographies of peers and professionals. Students may be responsible for their own registration fees and transportation, lodging and meal costs. Prerequisite: Audition and permission.

**\*DANC 3010. Dance History I: Primitive Period-the Early Decades of Modern Dance (3)**

Study of the history and philosophy of dance from lineage-based societies through the early decades of modern dance. Areas covered will include pre-Christian civilizations, the Middle Ages, the Renaissance and the Golden Age of Ballet. Prerequisite: DANC CA/DV1010.

**\*DANC 3020. Dance History II: 20th Century Art and Education (3)**

Study of the history and philosophy of dance in art and education from the Age of Innovation in Ballet through the Contemporary Period of history. Areas of study will include ballet and modern dance today, black dance in America, vernacular forms and dance as public art. Prerequisite: DANC CA/DV1010.

**\*DANC 3320. Techniques and Materials for Teaching Modern Dance (2)**

Methods, teaching techniques, accompaniment, and practical experience in teaching modern dance. Prerequisite: Dance2490.

**\*DANC 3440. Dance for Musical Theatre (1)**

Dance skills and techniques taken from the repertoire of the modern musical theatre. Special emphasis on characterization and style as demonstrated by the works of the leading choreographers of this genre. Prerequisites: DANC 1200 and 1500.

**\*DANC 3450. Special Topic Dance Form (1)**

This course is designed to provide enrichment opportunities for those who undertake dance as a field of study or as recreational activity. It allows for the study of changing series of dance forms, including, but not limited to African, Flamenco, Middle Eastern, Clogging, Ballroom, Renaissance, etc.

**\*DANC 3470. Ballet III (1 each)**

Coordinating course designed to increase skill in classical ballet technique. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 2470 (2 credit hours minimum), or Dance3470 (1 credit hour minimum), or by audition.

**\*DANC 3490. Modern III (1 each)**

Exercises and activities to develop strength, flexibility, endurance, and technical dance skill. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 2490 (2 credit hours minimum), or DANC 3490 (1 credit hour minimum), or by audition.

**\*DANC 3500. Choreography I: Space & Time/Design in Dance (2)**

Study of the elements of time and space as they are artistically significant in themselves and in organized forms of meaning in dance. Considering time and space design in related fields of music and art included as relevant to choreographic design and communication in dance. Prerequisite: DANC 2410.

**\*DANC 3510. Choreography II: Process (2)**

Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DANC 3500.

**\*DANC 3520. Choreography Practicum (1)**

Supervised experience choreographing a dance for public performance. Arranged through cooperative effort of student and supervisor. Prerequisite: DANC 3510 and approval of instructor. May be repeated for credit.

**\*DANC 3710. Dance History Project: Development (3)**

This course is designed to give students the opportunity to research, create and perform historic dance(s) for high school dance and theatre programs and for other interested community organizations. Some of the historic material may be reconstructed and set on our dancers by professional artists charged with the preservation and dissemination of such work.

This is the first course in a two-semester sequence. This segment will deal primarily with the developmental aspects of the project: research, reconstruction, program development and preparation. Participation in the second part of the sequence, DANC 3711, is required.

Co-requisite: Registration in a dance technique class (DANC 1100, 1200, 1500, 2470, 2480, 2490, 3470, or 3490). Audition required.

**\*DANC 3711. Dance History Project: Performance (3)**

This course is designed to give students the opportunity to research, create and perform historic dance(s) for high school dance and theatre programs, for other interested community organizations, and for the main-stage concert. Some of the historic material may be reconstructed and set on our dancers by professional artists charged with the preservation and dissemination of such work. This is the second course in a two-semester sequence. This segment will deal primarily with performance aspects of the project: rehearsal, refinement, performance, and outreach. Participation in the first part of the sequence, DANC 3710, is required. Prerequisite: DANC 3710. Co-requisite: Registration in a dance technique class (DANC 1100, 1200, 1500, 2470, 2480, 2490, 3470, or 3490).

**\*DANC 3640. Teaching Creative Dance in the Elementary School (2)**

Techniques for teaching creative dance and basic dance forms. Suggested for Elementary Education majors.

**\*DANC 3860. Field Experience (1)**

A course designed to provide opportunities for students to gain practical experience in the field by assisting in the activities of community agencies, schools, and Weber State. Prerequisite: DANC 3320 or 3640.

**\*DANC 3910. Moving Company: Rehearsal & Development (2)**

The Moving Company is designed to give students the opportunity to learn about the various aspects of creating, rehearsing, and implementing performances off-campus and to reach the community with our dance program. The commitment is for both fall (rehearsal - 3910) and spring (performance - 3911) semesters. This segment deals with preparation and rehearsal.

**\*DANC 3911. Moving Company: Performance (2)**

The Moving Company is designed to give students the opportunity to learn about the various aspects of creating, rehearsing, and implementing performances off-campus and to reach the community with our dance program. The commitment is for both fall (rehearsal - 3910) and spring (performance - 3911) semesters. This segment deals with implementation and performance. Prerequisite: DANC 3910.

**\*DANC 4250. Alignment and Conditioning for Dance/Pilates (1)**

Strength and alignment for dancers, using Pilates mat exercises. The class addresses areas of strength essential for dancers, focuses on breathing techniques integral to the exercises, and uses the exercises as a means to better understand and improve alignment. The course also addresses how strength and alignment facilitates more ease and efficiency in movement. To repeat the class a student must have the permission of the instructor. Prerequisite: DANC 2250.

**DANC 4610. Dance for the Camera (2)**

This course will provide students with an opportunity to explore the integration of dance and technology, specifically the use of the digital video medium. Prerequisite: DANC 2610.

**DANC 4620. Dance for the Camera Seminar (1)**

This seminar will provide students with individual and collaborative study and research in the field of dance and the digital video medium. The course will cover artistic and technical forms, including, but not limited to capturing dance on the digital/video medium, choreographic processes through non-linear digital editing, audio/visual editing for dance, lighting, dance theory and criticism in the context of dance in the digital age. Prerequisite: DANC 2610.

**\*DANC 4700. Creative Synthesis in Dance (2)**

Project oriented experience intended to coordinate student work. It will serve as guide in the synthesis of philosophy, experience, and understanding of dance as an art form and/or dance as education. This course will have an artistic or scholarly outcome. Prerequisite: DANC 3510, 3520 and senior dance major standing or DANC 3860 and senior dance major standing.

**\*DANC 4800. Individual Study**

Individual work or work in small groups by arrangements in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

**DANC 4890. Cooperative Work Experience**

Individual work or work in small groups by arrangement; in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 4910. Rehearsal and Performance (1)**

Preparation and rehearsal of dance composition to be presented in concert. Prerequisite: consent of instructor. May be repeated for an unlimited number of credit hours.

**DANC 4920. Short Courses, Workshops, Institutes and Special Programs (1-4)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 4950. Dance Festival Participation (1)**

Students attend the American College Dance Festival Association's regional gathering to study a variety of dance forms with professionals from across the country. Students see the choreographies of peers and professionals. Students may be responsible for their own registration fees and transportation, lodging and meal costs. Prerequisite: Audition and permission.



## Appendix B: Sample Program Schedule

### BS/BA in Dance Education Suggested Course Sequence

Entering on an ODD year

Included are: 42 credit hours in required dance courses, GE requirements, 27 credit hours required in Teacher Education. 7 additional dance credit unit electives are required of the B.S. Dance Education majors must satisfy the Teacher Education admission and licensure requirements.

#### Freshman Fall

|                                 |        |
|---------------------------------|--------|
| DANC 1100 Ballet I              | 1 cr   |
| DANC 1200 Modern I              | 1 cr   |
| DANC 1520 Folk and Ethnic Dance | 1 cr   |
| Dance Elective (BS)             | 1-3 cr |
| GE: DANC 1010                   | 3 cr   |
| GE: COMP                        | 3 cr   |
| GE: QL MATH                     | 3 cr   |
| GE: LS NUTR1020                 | 3 cr   |

Total Credit Hours

16-18 cr

#### Freshman Spring

|                                                           |      |
|-----------------------------------------------------------|------|
| DANC 1100 Ballet I                                        | 1 cr |
| DANC 1200 Modern I                                        | 1 cr |
| DANC 2410 Improvisation                                   | 2 cr |
| DANC 2250 Alignment and Conditioning for<br>Dance/Pilates | 1 cr |
| DANC 4910 Rehearsal and Performance                       | 1 cr |
| GE: IL Lib                                                | 2 cr |
| GE: IL TBE                                                | 3 cr |
| GE: COMP                                                  | 3 cr |
| GE/TE: COMM 1020 or COMM 2110                             | 3 cr |

Total Credit Hours

17 cr

#### Sophomore Fall

|                                                               |      |
|---------------------------------------------------------------|------|
| DANC 2470 Ballet II                                           | 1 cr |
| DANC 2490 Modern II                                           | 1 cr |
| DANC 1580 Tap                                                 | 1 cr |
| DANC 3640 Teaching Creative Dance in the<br>Elementary School | 2 cr |
| DANC 3500 Choreography I: Space and<br>Time/Design in Dance   | 2 cr |
| GE/TE: CHF SS 1500 or PSY 3140                                | 3 cr |
| GE: SS                                                        | 3 cr |

Start Foreign Language –or- Scientific Inquiry

3 or 4 cr

Total Credit Hours

16-17 cr

#### Sophomore Spring

|                                        |      |
|----------------------------------------|------|
| DANC 2470 Ballet II                    | 1 cr |
| DANC 2490 Modern II                    | 1 cr |
| DANC 1310 Music for Dance              | 2 cr |
| DANC 3320 Techniques and Materials for | 2 cr |

|                                                                                       |                |
|---------------------------------------------------------------------------------------|----------------|
| Teaching Modern Dance                                                                 |                |
| DANC 3510 Choreography II: Process                                                    | 2 cr           |
| Dance Elective (BS)                                                                   | 1-3 cr         |
| GE: LS or PS                                                                          | 3 cr           |
| Continue Foreign Language –or- Scientific Inquiry                                     | 3 or 4         |
| <b>Total Credit Hours</b>                                                             | <b>15-18</b>   |
| <b>Junior Fall</b>                                                                    |                |
| DANC 3470 Ballet III                                                                  | 1 cr           |
| DANC 3490 Modern III                                                                  | 1 cr           |
| DANC 1500 Jazz I                                                                      | 1 cr           |
| DANC 2300 Dance Kinesiology                                                           | 2 cr           |
| DANC 3010 Dance History I: Primitive Period-the Early Decades of Modern Dance         | 3 cr           |
| DANC 3520 Choreography Practicum                                                      | 1 cr           |
| DANC 3860 Field Experience                                                            | 1 cr           |
| GE: Continue SS or LS or PS                                                           | 3 cr           |
| Continue Foreign Language (BA)                                                        | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>17 cr</b>   |
| <b>Junior Spring</b>                                                                  |                |
| DANC 3470 Ballet III                                                                  | 1 cr           |
| DANC 3490 Modern III                                                                  | 1 cr           |
| DANC 3020 Dance History II: 20 <sup>th</sup> Century Art and Education                | 3 cr           |
| DANC 2480 Jazz II                                                                     | 1 cr           |
| GE: HU or CA                                                                          | 3 cr           |
| GE: Am. Inst.                                                                         | 3 cr           |
| Continue Foreign Language (BA)                                                        | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>16 cr</b>   |
| <b>Senior Fall</b>                                                                    |                |
| EDUC DV3200S Foundations in Diversity: Culturally, Linguistically Responsive Teaching | 3 cr           |
| EDUC DV3260S The Exceptional Student                                                  | 3 cr           |
| EDUC 3900 Preparing, Teaching and Assessing Instruction                               | 3 cr           |
| EDUC 3930 Reading and Writing Across the Secondary Curriculum                         | 3 cr           |
| <b>Total Credit Hours</b>                                                             | <b>12 cr</b>   |
| <b>Senior Spring</b>                                                                  |                |
| DANC 4700 Creative Synthesis in Dance                                                 | 2 cr           |
| EDUC 4940 Clinical Practice in Secondary Education                                    | 8 cr           |
| EDUC 4950 Integrated Secondary Clinical Practice Seminar                              | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>14 cr</b>   |
|                                                                                       | <b>123-126</b> |

## BS/BA in Dance Education Suggested Course Sequence Entering on an EVEN year

Included are: 42 credit hours in required dance courses, GE requirements, 27 credit hours required in Teacher Education. 7 additional dance credit unit electives are required of the B.S. Dance Education majors must satisfy the Teacher Education admission and certification requirements.

### Freshman Fall

|                     |        |
|---------------------|--------|
| DANC 1100 Ballet I  | 1 cr   |
| DANC 1200 Modern I  | 1 cr   |
| DANC 1580 Tap       | 1 cr   |
| Dance Elective (BS) | 1-3 cr |
| GE: QL MATH         | 3 cr   |
| GE: COMP            | 3 cr   |
| GE: IL Lib          | 2 cr   |
| GE: LS NUTR1020     | 3 cr   |

**Total Credit Hours** 15-17 cr

### Freshman Spring

|                               |      |
|-------------------------------|------|
| DANC 1100 Ballet I            | 1 cr |
| DANC 1200 Modern I            | 1 cr |
| DANC 2410 Improvisation       | 2 cr |
| DANC 1310 Music for Dance     | 2 cr |
| GE: DANC 1010                 | 3 cr |
| GE: COMP                      | 3 cr |
| GE/TE: COMM 1020 or COMM 2110 | 3 cr |
| GE: IL TBE                    | 3 cr |

**Total Credit Hours** 18 cr

### Sophomore Fall

|                                                                               |      |
|-------------------------------------------------------------------------------|------|
| DANC 2470 Ballet II                                                           | 1 cr |
| DANC 2490 Modern II                                                           | 1 cr |
| DANC 2300 Dance Kinesiology                                                   | 2 cr |
| DANC 3500 Choreography I: Space and Time/Design in Dance                      | 2 cr |
| DANC 3010 Dance History I: Primitive Period-the Early Decades of Modern Dance | 3 cr |
| DANC 1520 Folk and Ethnic Dance                                               | 1 cr |
| GE: LS or PS                                                                  | 3 cr |

**Start Foreign Language –or- Scientific Inquiry** 3 or 4 cr  
**Total Credit Hours** 16–17 cr

### Sophomore Spring

|                                                                        |      |
|------------------------------------------------------------------------|------|
| DANC 2470 Ballet II                                                    | 1 cr |
| DANC 2490 Modern II                                                    | 1 cr |
| DANC 2250 Alignment and Conditioning/Pilates                           | 1 cr |
| DANC 3510 Choreography II: Process                                     | 2 cr |
| DANC 3020 Dance History II: 20 <sup>th</sup> Century Art and Education | 3 cr |
| GE: Am. Inst.                                                          | 3 cr |

**Continue Foreign Language –or- Scientific** 3 or 4 cr

|                                                                                          |                           |                 |
|------------------------------------------------------------------------------------------|---------------------------|-----------------|
| <b>Inquiry</b>                                                                           | <b>Total Credit Hours</b> | <b>14-15 cr</b> |
| <b>Junior Fall</b>                                                                       |                           |                 |
| DANC 3470 Ballet III                                                                     |                           | 1 cr            |
| DANC 3490 Modern III                                                                     |                           | 1 cr            |
| DANC 4910 Rehearsal and Performance                                                      |                           | 1 cr            |
| DANC 3640 Teaching Creative Dance in the<br>Elementary School                            |                           | 2 cr            |
| DANC 3520 Choreography Practicum                                                         |                           | 1 cr            |
| DANC 1500 Jazz I                                                                         |                           | 1 cr            |
| GE: Continue SS                                                                          |                           | 3 cr            |
| Continue Foreign Language (BA) or Dance<br>Electives (BS)                                |                           | 4-6 cr          |
| <b>Total Credit Hours</b>                                                                |                           | <b>14-16 cr</b> |
| <b>Junior Spring</b>                                                                     |                           |                 |
| DANC 3470 Ballet III                                                                     |                           | 1 cr            |
| DANC 3490 Modern III                                                                     |                           | 1 cr            |
| DANC 2480 Jazz II                                                                        |                           | 1 cr            |
| DANC 3320 Techniques and Materials for<br>Teaching Modern Dance                          |                           | 2 cr            |
| GE/TE: CHF SS 1500 or PSY 3140                                                           |                           | 3 cr            |
| GE: PS                                                                                   |                           | 3 cr            |
| GE: HU                                                                                   |                           | 3 cr            |
| Continue Foreign Language (BA) or Dance<br>Electives (BS)                                |                           | 2-4 cr          |
| <b>Total Credit Hours</b>                                                                |                           | <b>16-18 cr</b> |
| <b>Senior Fall</b>                                                                       |                           |                 |
| DANC 3860 Field Experience                                                               |                           | 1 cr            |
| EDUC DV3200S Foundations in Diversity:<br>Culturally, Linguistically Responsive Teaching |                           | 3 cr            |
| EDUC DV3260S The Exceptional Student                                                     |                           | 3 cr            |
| EDUC 3900 Preparing, Teaching and Assessing<br>Instruction                               |                           | 3 cr            |
| EDUC 3930 Reading and Writing Across the<br>Secondary Curriculum                         |                           | 3 cr            |
| <b>Total Credit Hours</b>                                                                |                           | <b>13 cr</b>    |
| <b>Senior Spring</b>                                                                     |                           |                 |
| DANC 4700 Creative Synthesis in Dance                                                    |                           | 2 cr            |
| EDUC 4940 Clinical Practice in Secondary<br>Education                                    |                           | 8 cr            |
| EDUC 4950 Integrated Secondary Clinical<br>Practice Seminar                              |                           | 4 cr            |
| <b>Total Credit Hours</b>                                                                |                           | <b>14 cr</b>    |
|                                                                                          |                           | <b>120-128</b>  |

## Appendix C: Faculty

Joanne L. Lawrence, Professor of Dance and Dance Area Program Director, received her B.A. Degree in Ballet from The University of Akron in Ohio, her M.F.A. Degree in Dance from The University of North Carolina at Greensboro, and additional training as a scholarship student and performer with the Alvin Ailey American Dance Center in NYC. She has performed, choreographed, and taught for numerous modern dance and ballet companies throughout the eastern U.S. Joanne has pursued additional studies at the Laban-Bartenieff Institute of Movement Studies, with the Society of American Fight Directors, and in West Africa. She has directed dance programs at Alfred University, New York and Huntingdon College, Alabama. Currently, Joanne is the Dance Area Head at Weber State University, Ogden, Utah. Her hobbies include anything to do with food: gardening, cooking, and eating.

Erik Stern, Professor of Dance, holds a B.A. in Biology from UC Santa Cruz and an M.F.A. in Dance from Cal Arts. His professional work as a musician, composer and actor is interwoven in his dances, and has led to collaborations with educational organizations, mathematicians, choirs, civic organizations, school systems, and dozens of artists. Erik toured with Tandy Beal and Company over a period of ten years and has performed with Patri Nader's Ballet de España. A Professor of Dance at Weber State University, Stern was 'Endowed Artist' for the College of Arts and Humanities from 1999-2002. In 2002, his duet, Table of Content, was selected and performed at the Kennedy Center as part of the National American College Dance Festival. In 1985 Stern created with Karl Schaffer the Dr. Schaffer and Mr. Stern Dance Ensemble. The ensemble has created eleven evening-length concerts, received over thirty grants, including five from the National Endowment for the Arts and toured throughout North America. On the roster of the John F. Kennedy Center for the Performing Arts Partners In Education program, they tour nationally to share their expertise on how to bring dance into the classrooms and connect it with mathematics curriculum. In 2003, he produced Muscle Memories as part of RDT's LINK Series, and in 2006 Stern staged, directed, and performed in Navigating Lake Bonneville, an original work by Utah Poet Laureate Ken Brewer and composer/guitarist Brad Richter. During summer 2006, Stern was at Appelboom, a resident artists' program in rural France, during which he finalized aspects of Demolition Derby and worked on other projects with Brad Richter.

Amanda Sowerby, Assistant Professor of Dance, holds an M.F.A. from the University of Utah and a B.F.A. from the California Institute for the Arts. Amanda is director of WSU's dance outreach program, Moving Company. She and her students have brought dance to numerous Weber County elementary and secondary schools and have also worked with non-profit organizations to bring dance to populations with special needs. Since coming to WSU Amanda has received two Hall Foundation Grants, a Hemingway New Faculty Grant, and a Lindquist Artistic/Creative Endeavor Award. Currently, Amanda sits on the board of the Utah Dance Education Organization as the Higher Education Representative. Before coming to WSU Amanda was co-founder and president of Paradigm Dance Project; a Salt Lake area non-profit organization devoted to bringing dance to underserved populations. After receiving her BFA in 1990 Amanda worked for several years with the Gary Palmer Dance Company in California's Bay Area. Amanda assisted the company's artistic director in setting new and repertory pieces on the National Ballet of Peru and the National Ballet of Chile. During those years Amanda also aided in the implementation of GPDC's outreach program that brought dance to children with special needs. During her years in California Amanda performed and collaborated with Enrico Labayen's Lab Projekt; USA and Yasmen Metah's California Contemporary Dancers. Amanda's affiliation with Utah's Repertory Dance Theater includes a guest role in Martha Graham's "Diversion of Angels" and as a co-creator of the RDT Community School's "Prime Movement" dance class.

Solange Gomes, Adjunct Professor of Dance, was born in Sao Paulo, Brazil, where she received her fine arts training to become a dancer and instructor. She attended the Royal Ballet Academy as a child and then went on to study several other dance techniques such as modern, contemporary, jazz, ballroom, argentine tango, capoeira, and dances from the Brazilian folklore.

Since 1990 Solange has worked exclusively with flamenco. She started her studies with "Sonia Castrioto" - RJ /Brazil in 1986, then continued with "Christiane Boulhosa y Alban Flamenco Company" in BA/Brazil. From 1994 until 1997 she danced for the "Alma Flamenca Dance Group" working with them as a dancer and also an assistant choreographer. After moving to Utah/USA, Solange has been dedicating to her dancing, teaching and choreography skills not only by bringing flamenco artists to town for several dance and guitar workshops but also participating in flamenco festivals and workshops throughout the country. In addition to her dancing, Solange has received a degree in piano, a BS in Physical Education, AAS in Health Information Technology, and a BS in Health Information Administration. Her extensive experience as a teacher comes from the fact that she owned and directed the "Piano Studio Arts Center" from 1986 to 1997. Currently, Solange is the "Pasion Flamenca" artistic director and choreographer, co-directs the "Tablado Dance Company" with Jim Moreno, and is part of the Repertory Dance Theater Community School where she serves as an instructor and choreographer; is an adjunct teacher at Weber State University (Performing Arts Department); and is a member of the Utah Arts Council - Dance Arts Advisory Panel.

Michael Hamblin, Adjunct Professor of Dance.

Granite School District: ARTS INTEGRATION CURRICULUM SPECIALIST

Utah State Office of Education: FINE ARTS/MUSIC CURRICULUM CONSULTANT

Weber State University: DEPARTMENT OF PERFORMING ARTS ADJUNCT FACULTY PAST EMPLOYMENT

Silver Burnett Music Education Publishers: NATIONAL CURRICULUM CONSULTANT

Salt Lake City School District: MUSIC EDUCATION SPECIALIST

Davis County School District: MUSIC EDUCATION SPECIALIST

Colorado State University: INSTRUCTOR in the DEPARTMENT OF PERFORMING ARTS

Bowling Green State University: ASSISTANT PROFESSOR of DANCE EDUCATION

Brigham Young University: SPECIAL INSTRUCTOR in DANCE PERFORMANCE EDUCATION

B.S. Weber State University: ELEMENTARY and SECONDARY EDUCATION

B.A. Brigham Young University: DANCE PERFORMANCE and GENERAL MUSIC

M.A. Brigham Young University: DANCE PERFORMANCE AND TECHNICAL THEATRE

A.B.D. Bowling Green State University: DIRECTING and STAGING MUSICAL THEATRE

PROFESSIONAL RECOGNITION

Utah Music Educators (UMEA) Music Teacher of the Year

Utah Music Educators (UMEA) Vice-President representing Elementary Music

Ohio AAHPERD Vice President representing Dance Performance

Bowling Green State University ARTISTS IN HIGHER EDUCATION representative

Bowling Green State University OHIO STATE DANCE CERTIFICATION committee

Aerobic Fitness Instructor: AEROBIC AND FITNESS ASSOCIATION OF AMERICA

Elizabeth Cranney, Adjunct Professor of Dance, received a Bachelor of Fine Arts in Modern Dance from the University of Utah. She has performed at the Shakespeare Festival, the Utah Psychological Association Conference, the American College Dance Festival, and in works by Donna White, Charlotte Boye-Christensen, and Lisa Race. She has been influenced by her master classes with Naomi Jackson, Trisha

Brown Co., Gail Gilbert, Sarah Rudner, Sean Curran, Alberto tito del Saz, John Maleshock, Zvi Gotheiner, Molissa Fenley, Tandy Beal, and Repertory Dance Theater. Elizabeth has volunteered extensively: at a hospice for the mentally ill in Chorzow, Poland; for a doctorate thesis project at the University of Heidelberg in Germany; as a director raising funds for a battered women's shelter; and as an arts advocate, providing dance workshops and performance opportunities in the public schools. She currently performs with Valley Dance Ensemble of Logan, Utah and teaches at Weber State University. She recently completed an artist's residency at Appelboom, an artists residency program in La Pommerie, France.

Sara Christensen, Adjunct Professor of Dance, is currently an MFA Candidate in the Modern Dance Department at the University of Utah, Sara received her Bachelor of Arts in Modern Dance from Weber State University where she was the recipient of numerous awards and scholarships including the Lindquist Creative Arts Fellowship. Sara's choreography has been performed at Weber State University, the University of Utah, Utah Valley State College, and the American College Dance Festival, among others. She began dancing professionally in 1993 with Rick Robinson and Darryl Yeager and has been a featured performer and guest artist for companies in the Salt Lake City area. Sara's favorite solo was in Lynn Barr's Bollero on top of a massive water fountain in beautiful Urbino, Italy. Sara is currently teaching at the University of Utah, Weber State University, Westminster College, and for Repertory Dance Theater's community school.

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College–Associate of Applied Science Degree in Interior Design – Action Item

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Interior Design, effective Fall Semester 2008. The Salt Lake Community College Board of Trustees approved the proposed program on February 13, 2008. The CTE Regional Planning Council has reviewed the proposal and expressed their support. The Regents' Program Review Committee approved the program to move forward for approval on June 3, 2008.

Background

The Associate of Applied Science Degree in Interior Design will provide students a career opportunity in the Interior Design field and contribute to Salt Lake Community College's role and mission as a comprehensive community college. Students trained in Interior Design will be able to contribute to the well-planned interiors of private homes, public buildings, and commercial spaces that greatly enhance the quality of life. The need for new hires and attrition from individuals leaving this profession will provide job openings for students with skill sets in demand by the professional interior design community.

SLCC has been offering an Interior Design Certificate program through Continuing Education since 1987. The program has matured and is now viable and can be offered as an Associate of Applied Science Degree through the School of Science, Mathematics and Engineering in the Architectural Technology department.

According to the Utah Department of Workforce Services, Workforce Information, March 2008 report, annual labor demand for Interior Designers will grow by 70 new positions and 20 replacement positions each year.



### Policy Issues

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

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science Degree in Interior Design at Salt Lake Community College, effective Fall Semester 2008.

---

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 Degree  
In Interior Design

Salt Lake Community College

Prepared for  
David L. Buhler  
By  
Gary Wixom

July 2, 2008

## **Section I: The Request**

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Interior Design effective Fall 2008. This program has been approved by the institutional Board of Trustees on 13 February 2008.

## **Section II: Program Description**

### **Complete Program Description**

The proposed degree in Interior Design is structured to prepare students for entry into the varied professions within the field of interior design. Students will learn how to identify, research, and creatively solve problems related to the quality of interior environments. Interior Designers provide specialized services planning both commercial and residential spaces. Students who successfully complete the program will be able to provide expert planning services that include: design analysis, space planning, and aesthetics, specialized knowledge of interior construction, building codes, equipment, materials, and furnishings. In addition, students will learn drafting techniques and how to use computer-aided design tools, which will help them present their work to clients. Students will also gain an understanding of the legal and ethical issues that guide and direct the profession. Practical experience through internships and special projects will enhance classroom learning. Completed students are also eligible to take the National Council for Interior Design Qualification (NCIDQ) exam.

### **Purpose of Degree**

Offering the Interior Design Associate of Applied Science degree will provide students a career opportunity in the Interior Design field and contributes to Salt Lake Community College's role and mission as a comprehensive community college.

Expected outcomes for this degree offering are:

- Students will understand the basic theories of design (space, line, mass, shape, texture, scale, proportion, balance, rhythm, emphasis, harmony and variety) and their applications.
- Students will think visually and volumetrically and approach design problems creatively and logically. Students will be able to measure and estimate the quantity and cost of materials needed for projects, i.e. paint, drapery, floor coverings, wallpaper, etc. They will be able to plan space, read blue prints, use color effectively, and specify the use of architectural materials and elements.
- Students will produce quality presentations using drafting, lettering, and computer-aided design skills.
- Students will use proper industry terminology which will allow them to communicate effectively with other similarly engaged professionals. They will listen effectively and express their ideas clearly.
- Students will be able to demonstrate a substantive knowledge of business practices that will prepare them for employment in the interior design field.
- Students will exhibit professionalism through high quality presentations; effective sales techniques; efficient organization; and work cooperatively with clients and co-workers. They will be able to choose and direct the installation of appropriate materials for interior projects.
- Students will create high quality portfolios that can be used for job applications. The portfolio will reflect class work and projects completed during internship where students have the opportunity to assist experienced designers.

## **Institutional Readiness**

SLCC has been offering an Interior Design Certificate program through Continuing Education for some time. The program is now judged to be viable to be offered as an Associate of Applied Science degree through the School of Science, Mathematics and Engineering in the Architectural Technology department, effective fall 2008. Existing administrative structures are prepared to support the program in its new configuration. There will be some impact on existing lower division general education courses as the currently enrolled and future Interior Design students will be participating in more general education courses to obtain the AAS degree.

## **Faculty**

There are currently 13 adjunct faculty members who are credentialed, experienced in Interior Design, and prepared to teach the interior design coursework. A full-time faculty position will be requested, as part of SLCC's 2009-10 budget process. Expectations of maintaining professional currency will be part of the teaching requirements before full-time or adjunct faculty members are hired. Ongoing professional development is expected, including participation in at least one national meeting per year by the lead faculty member to keep the department current within the profession.

Each full-time and adjunct faculty member will teach the curriculum in which they are most proficient.

Students using the appropriate SLCC assessment system will evaluate all design faculty members. The evaluation will examine teaching practices from the student perspective and highlight areas of strengths as well as areas in need of improvement. SLCC administrators and the College training office will work with any faculty in need of assistance.

## **Staff**

The Department of Architectural Technology in the School of Science, Mathematics and Engineering will administer this program. The Division Chair, the Chair's Administrative Assistant, and Faculty Support Services will assist in support operations. It is anticipated that no additional administrative or secretarial/clerical help will be required.

## **Library and Information Resources**

The Salt Lake Community College Markosian Library currently provides support for the existing Interior Design certificate program with 395 books and multiple videos covering a wide variety of topics, including, but not limited to: Interior Decoration, Interior Landscaping, Interior Architecture, Interior Lighting, Interior Walls, Furniture and Furniture Design, Home Furnishings, Lighting, Color and Psychology of Color, Rendering, Fabric and Textiles, and Computer Aided Design. Other books may be found under such specific headings as Kitchens, Bedrooms, Bathrooms, etc. Additional books, videos, and periodical subscriptions are being ordered to upgrade and enlarge this collection. The Library's print periodical collection includes such titles as: Better Homes and Gardens, Architectural Digest, Architectural Record, Builder Magazine, and Fine Homebuilding, Kitchen and Baths.

Access is available to several electronic databases (some of which contain full-text articles) including EBSCO Host and Art Abstracts. Full text articles concerning interior design are available from such publications as: Interior Design, Human Ecology, House Beautiful, Country Living, Metropolitan Home,

Good Housekeeping, Architectural Digest, Town and Country, Builder, and Facilities Design and Management. Indexing and abstracting are available for such journals as: Interiors and Sources, Architectural Record, Architectural Review, Art and Antiques, World of Interiors, Interiors, Entertainment Design, and Interiors & Sources. CD-Rom's that provide curricula will supplement hands-on interior design lab exercises. A rich variety of web-based information will also be available for SLCC students.

### **Admission Requirements**

There are no special admission requirements for this program. Admission is consistent with general SLCC admission procedures and guidelines.

### **Student Advisement**

Students will have the opportunity to consult with an academic advisor as needed and will be encouraged to meet with Interior Design faculty for further advising needs throughout their program.

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

Graduation requirements for an Associate of Applied Science degree as outlined in the SLCC General Catalog will apply, including general education courses in core academic skills and in distribution courses. The remainder of the total 68 credits (minimum) in this program are program-related requirements and electives.

The total program credit hours fall within State Board of Regent policy parameters for an AAS degree.

### **External Review and Accreditation**

The following in-state external consultants were involved in the development of the DACUM process (Develop a Curriculum) for the proposed AAS program:

| <u>Consultant</u>                | <u>Company</u>                | <u>City, State</u>    |
|----------------------------------|-------------------------------|-----------------------|
| Brandee Beasley                  | Brand-ee Design               | Holladay, Utah        |
| Nancy Busby, Senior Designer     | Commercial Contract Group     | Salt Lake City, Utah  |
| Tami Clark, Designer             | Henriksen Butler Design Group | Salt Lake City, Utah  |
| Lily Cochran                     | Bright Idea                   | Sandy, Utah           |
| Chalyze Corey, Interior Designer | Wild Horse Interiors          | Salt Lake City, Utah  |
| Donna Hanson                     | Marcosian Tile                | South Salt Lake, Utah |

There is a Program Advisory Committee (PAC) in place that meets twice a year who will evaluate the success of the proposed program. The PAC will evaluate the efficiency of the competencies defined for the proposed program and the effectiveness of internships, recommend appropriate changes based upon the conclusions of their assessment, and help to identify other advocates for the proposed program. The SLCC Interior Design Program Advisory Committee consists of the following participants:

| <u>Committee Member</u>  | <u>Title</u>      | <u>Business Address</u>                                      |
|--------------------------|-------------------|--------------------------------------------------------------|
| Dr. Hamid Adib           |                   | Adib's Rug Gallery, 3092 Highland Dr., SLC, UT               |
| Debra Anderson           | Designer          | SLC, UT                                                      |
| June Cassidy             | Interior Designer | SLCC, 4600 South Redwood Rd., SLC, UT                        |
| Don Demke                | Sales Manager     | Eldredge Interiors, 4750 South 900 East, SLC, UT             |
| Shane Helmsley           | Owner             | Hamilton Park and Drexel Heritage, Midvale, UT               |
| Danyelle Layton          | Senior Designer   | The Highland Group, Holladay, UT                             |
| Merline Leaming          |                   | 2497 East Michigan Ave., SLC, UT                             |
| Rob Lindquist            | Design Manager    | Henriksen Butler Design Group, 249 South 400 East, SLC, UT   |
| Sidney Makeoff           | President         | Makeoff Design, PO Box 71640, SLC, UT                        |
| Valorie Paoli-Johnson    | Interior Designer | Highland Group Architect, Holladay, Utah                     |
| David Sheehan            |                   | MHTN Architects, Inc., 420 E. So. Temple, Suite 100, SLC, UT |
| Kristina Weaver Interior | Designer          | Lisman Richardson Interior Design, 510 So. 600 E., SLC, UT   |

Currently there is no accreditation requirement for Interior Design programs at the community college level.

### Projected Enrollment

| <u>Year</u> | <u>Student Headcount</u> | <u># of Faculty</u> | <u>Student-to-Faculty Ratio</u> | <u>Accreditation Req'd Ratio</u> |
|-------------|--------------------------|---------------------|---------------------------------|----------------------------------|
| 1           | 118                      | 13                  | 8-1                             | NA                               |
| 2           | 130                      | 14                  | 8-1                             | NA                               |
| 3           | 143                      | 14                  | 9-1                             | NA                               |
| 4           | 157                      | 14                  | 10-1                            | NA                               |
| 5           | 172                      | 14                  | 11-1                            | NA                               |

### Expansion of Existing Program

The Interior Design Associate of Applied Science program is additional to the existing Certificate program in the School of Professional and Economic Development (formerly Continuing Education.)

Salt Lake Community College offered its first Interior Design courses in 1987. Since then, enrollment has increased significantly. Each fall and spring semester generally brings 20 plus new student enrollments in the "Introduction to Interior Design" course.

### Student Credit Hours History

| <u>Year</u> | <u>Student Enrollment (SCH)</u> | <u>Year</u> | <u>Student Enrollment (SCH)</u> |
|-------------|---------------------------------|-------------|---------------------------------|
| 1998-1999   | 433                             | 2002-2003   | 435                             |
| 1999-2000   | 392                             | 2003-2004   | 493                             |
| 2000-2001   | 405                             | 2004-2005   | 558                             |
| 2001-2002   | 546                             | 2005-2006   | 584                             |
|             |                                 | 2006-2007   | 690                             |
|             |                                 | 2007-2008   | 641                             |

## **Section III: Need**

### **Program Need**

Well-planned interiors of private homes, public buildings, and commercial spaces greatly enhance the quality of life. Salt Lake Community College proposes training interior design associates who can contribute to the realization of this objective.

The Utah System of Higher Education Master Plan 2000 makes a major commitment to expand opportunities for Applied Technology Education (now called Career and Technical Education.) The proposed Interior Design program will aid in the accomplishment of this goal.

Most importantly, new hiring and attrition from individuals leaving this profession will provide job openings for students with skill sets in demand by the professional interior design community.

### **Labor Market Demand**

#### **United States Department of Labor**

The United States Department of Labor researches present and anticipated job opportunities in various career fields. This organization's current Occupational Outlook Handbook reports that the general field of Interior Design can expect "faster than average" job growth. This does not include attrition from the profession. Competition for jobs is keen, especially where a sizeable percentage of those in the field are self-employed. The Department of Labor estimates this self-employed figure to be 40%.

#### **State of Utah**

According to the Utah Department of Workforce Services, Workforce Information, March 2008 report, annual labor demand for Interior Designers will grow by 70 new positions each year and 20 replacement positions.

Salt Lake Community College students have enjoyed success finding employment in local businesses such as: DeCondes Furnishings, Forsey's Furniture, Hamilton Park & Drexel Heritage, Casa Bella Interiors in Park City, Jack Thomas Architecture in Park City, Bedrosian Tile, Elegante in Park City, Felt Lighting, Lighting Design, Highland Group Interior Design, Adib's Rug Gallery, The Showroom, Silver State, Form & Function, Hip & Humble, Light Spot, San Francisco Design, Manhattan Loft, Mountainland Design, Elements in Park City, Casa Bella in Trolley Square (the owners are two former students!), Architecture Belgique, Reed Baier Office Interiors, Richmond American Homes, Davis Brothers Cabinetmakers, Inc., ASWN LLC, Sirq Construction Solutions, Resource Studeo, and KK Design.

### **Student Demand**

Salt Lake Community College piloted its first Interior Design courses in 1987. Since then, enrollment has increased significantly. Each fall and spring semester generally brings 20 plus new student enrollments in the "Introduction to Interior Design" course.

## **Similar Programs**

- Weber State University offers a two-year AAS degree in Interior Design Technology and four-year BS and BA degrees in Technical Sales. In both the two-year and four-year programs, the emphasis of study is sales-oriented.
- Utah State University offers four-year Bachelor of Science and Bachelor of Arts degrees in Interior Design.
- LDS Business College offers a two-year AAS degree in Interior Design. LDS Business College's program requires 47 hours of major course work, all of which are design-related.
- The Art Institute of Salt Lake also offers a four year Bachelor of Arts degree in Interior Design.

While WSU offers an AAS, the focus differs from SLCC's proposed program. An AAS is not available in the Salt Lake Valley except at LDS Business College, a private institution where tuition is higher. Most inquiries received at SLCC related to the Interior Design are from students in the Salt Lake Valley wanting to enter a local public program.

The proposed Salt Lake Community College program requires several design classes not offered in other two-year programs including: Construction Principles, Kitchen & Bath Design, and Commercial Interior Design, thus broadening the scope of career choices for students. In addition, each semester the program offers students the unique experience of working with the College's Construction Trades program students to build, furnish, and decorate a home as well as other design-related special projects. The program provides students with opportunities to apply the skills gained through course work to practical work experience, consistent with the needs of the community and the goals of the College.

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

Through an AAS Degree in Interior Design, SLCC will be able to create articulation agreements with Weber State and Utah State University to their respective four-year programs, providing additional opportunities for SLCC students. As the Certificate program has previously been housed in Continuing Education, credit articulation has not previously been pursued. When BOR approval is granted for academic status for the AAS, the College will pursue potential articulation agreements with Weber State University and Utah State University for SLCC students to their four-year programs as they may each deem applicable.

## **Benefits**

107 students are currently enrolled in Salt Lake Community College's Interior Design classes offered through Continuing Education. The ability to earn a two-year degree will benefit those students as well as attract new students. This additional SLCC offering will enhance two-year offerings in USHE and provide opportunity for further collaboration with other four-year institutions.

## **Consistency with Institutional Mission**

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. The SLCC mission focuses on student needs in an open-door setting. Based on this mission, several SLCC commitments are immediately applicable to this proposal for an AAS degree program in Interior Design, including:



Career and Technical Education and workforce training to prepare individuals for career opportunities. The Interior Design program uses advanced technical skills in computer-aided drawing/drafting as well as financial spreadsheet formulation, and utilizes professionals in the industry to keep curriculum current with industry needs, thus keeping students marketable and employable in the industry.

Provide lifelong learning. Educational pathway opportunities will exist for professionals currently working in the Interior Design industry to complete a degree, thereby enhancing their career opportunities.

Serve the needs of the community. Students in the Interior Design program will devote project time to community-based service entities such as Habitat for Humanity, and with civic and municipal partner projects to develop commercial and residential design models.

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

### **Program Assessment**

Goals for the program and Salt Lake Community College's measurements of success will be as follows:

Goal #1 - Enroll a minimum of 10 new students per year.

Measure: Enrollment data.

Goal #2 - Graduate 9 students each year.

Measure: Graduation data.

Goal #3 - Evaluate students who work in internship positions prior to graduation.

Measure: At least 70% of employers who utilize interns will rate their skills and attitudes at above average or higher.

Goal #4 - Track graduate job placement for those seeking employment.

Measure: Success will be achieved if 90% of graduates who are seeking employment are placed in jobs.

Goal #5 - Membership of the SLCC Interior Design PAC will be composed of representatives from at least nine interior design firms.

Measure: Confirm nine interior design firms participating on the PAC via PAC membership roster.

### **Expected Standards of Performance**

The College hosted a DACUM (Developing a Curriculum) in April 2007. Practicing Interior Designers identified the following tasks, duties, and essential skills for Interior Designers that need to be achieved by graduation.

Definition: The position of an Interior Design associate maintains samples and showrooms, assists the designer in assessing materials and furnishings, creating design concepts and drawing/drafting with emphasis in sales.

COMPETENCIES/Tasks:

DEVELOP DESIGN KNOWLEDGE

Travel and observe design.

Study good design.  
Subscribe to and read excellent publications.

- (A) COMMUNICATE
  - (A1) Develop personal confidence and competence.
  - (A2) Create a resume & portfolio.
  - (A2b) Communicate with honesty and tact.
  - (A3) Approach and establish rapport with customers and clients
  - (A4) Ask open-ended questions.
  - (A5a) Validate customers' emotional needs.
  - (A5b) Listen effectively.
  - (A5c) Use and interpret body language.
  - (A6a) Educate clients.
  - (A6b) Use industry jargon.
  - (A7a) Sell yourself and your own personal style.
  - (A7b) Talk about financial issues.
- (B) APPLY BUSINESS SKILLS
  - (B1a) Develop businesslike appearance and demeanor.
  - (B1b) Implement store policy.
  - (B1c) Develop interview skills (phone, greet.)
  - (B1d) Utilize good and proven sales techniques.
  - (B1e) Handle personal problems professionally.
  - (B1f) Track personal time.
  - (B2a) Compute math problems with calculator (percentages, fractions, estimating)
  - (B2b) Read and use a calculator.
  - (B2c) Compute taxes (tables.)
  - (B2d) Read and use a tape measure.
  - (B3a) Use computer (word processor, spreadsheets, Internet.)
  - (B3b) Use blueprint and copy machines.
  - (B4a) Create invoices and purchase orders.
  - (B4b) Write orders.
  - (B4c) Prepare specification books.
  - (B5a) Assess varied markup options and billing methods.
  - (B5b) Organize client and trade files.
  - (B5c) Identify discount structures.
  - (B6a) Compare and analyze quotes.
  - (B6b) Create and work within a budget.
  - (B7a) Measure and estimate.
  - (B7b) Compute and analyze estimation problems.
  - (B7c) Use and estimate freight options.
  - (B8a) Collect accounts payable.
  - (B8b) Generate advertising and promotion.
  - (B9a) Negotiate contracts and agreements.
  - (B9b) Write business or design proposals.
  - (B9c) Write contracts and agreements.
  - (B10a) Attend market and trade shows.

- (B10b) Find and use quality resources.
- (B10c) Implement and comply with codes and restrictions.
- (B11) Network with others in the industry.
- (B12a) Acquire competent accountant, banker, attorney, and collector.
- (B12b) Obtain business license and tax license.
- (B13a) Apply Utah State business law.
- (B13b) Apply Federal law.

(C) ASSESS FURNITURE QUALITY OR MATERIALS AND STYLES

- (C1a) Acquire product knowledge.
- (C1b) Read catalogs and price lists.
- (C2) Recognize classic, contemporary furnishing.
- (C3) Interpret scale of furniture and space.
- (C4) Recognize period furnishings.
- (C5a) Assess product lines.
- (C5b) Assess availability and longevity of products.
- (C6a) Select furnishings to meet clients' needs.
- (C6b) Coordinate style and quality of materials and furnishings.
- (C6c) Select and purchase furnishings according to price range.
- (C7a) Identify textiles and proper use.
- (C7b) Recognize woods and finishes and their appropriate use.
- (C7c) Identify ecological and environmental impact of materials and processes.
- (C7d) Appraise materials characteristics (durability, textile specifications, flammability, static control, stain resistance.)
- (C8a) Identify manufacturing warranty.
- (C8b) Identify quality and construction.
- (C9a) Identify and use exterior architectural materials.
- (C9b) Identify and use interior materials.
- (C10a) Specify installation
- (C10b) Identify and solve post-occupancy problems.
- (C10c) Explain product damage and restoration and resolution of problems.
- (C11a) Identify restoration techniques and information.
- (C11b) Reconstruct interior architecture.
- (C11c) Recognize construction restrictions.
- (C11d) Coordinate planning with architects and builders.

(D) CREATE A DESIGN CONCEPT

- (D1a) Interpret elements and principles of design.
- (D1b) Use line and rhythm effectively.
- (D1c) Apply proportion, scale and balance.
- (D2a) Interview client.
- (D2b) Assess and interpret clients' psychological needs (programming.)
- (D2c) Photograph sites and interiors.
- (D3a) Define space and use.
- (D3b) Define traffic and functions.
- (D3c) Plan preliminary schematic and bubble plans.
- (D3d) Anticipate and solve problems.

- (D4a) Formulate a floor plan.
- (D4b) Plan, design, and select lighting.
- (D4c) Create emotion and mood in designs.
- (D4d) Interpret good taste.
- (D5a) Work with existing furniture, fixtures and structures.
- (D5b) Apply ergonomics.
- (D5c) Shop with client.
- (D6) Install furnishings.
  
- (E) DRAW OR DRAFT
- (E1a) Use drafting equipment.
- (E1b) Demonstrate CAD competency.
- (E2a) Stress neatness in all projects.
- (E2b) Develop competency with markers, pens and pencils.
- (E3a) Demonstrate team cooperation.
- (E3b) Use art presentation techniques.
- (E3c) Prepare effective and professional presentations.
- (E3d) Prepare accurate drawings.
- (E4) Reach architectural blueprints.
- (E5a) Summarize and organize ideas and direction.
- (E5b) Measure and rescale environment.
- (E5c) Use design concepts for layouts.
- (E5d) Illustrate design concepts.
- (E6) Consider ADA requirements.
- (E7) Define resources necessary to complete the job or project.
- (E8) Interpret floor plans and drawings.
- (E9) Create lighting plans.
- (E10) Quick sketch ideas.

One measure of student learning will be student interest and satisfaction in reaching course objectives for each Interior Design course as it is offered. One formative evaluation procedure will consist of utilizing the appropriate SLCC assessment system (IAS.) This process will evaluate student perceptions on the value of each course as they proceed toward their goal of a degree. The system assesses student viewpoints in the following areas: course content, instructor competency, understanding of major course content/principles, and the overall course.

Further, a formative evaluation will occur with final examinations in each Interior Design course. These exams will be constructed to focus on measuring the students' understanding of DACUM objectives.

Summative evaluation will occur when Salt Lake Community College students are placed as interns at local interior design firms prior to graduation. The department internship faculty/coordinator will work jointly with supervisors at these firms to assess both the breadth and depth of student competencies, attitudes, and skills.

Feedback to Salt Lake Community College Interior Design teachers from the IAS will occur just after the conclusion of each term. The Division Chair to which Interior Design is assigned will meet with each faculty member to review these course evaluations. However, the key element for student assessment data will be

formal, written evaluations provided by employers assessing student performance during intern experiences. These comments on student and program strengths/weaknesses will be used to improve the program.

In addition, the Salt Lake Community College Planning and Research Office will be requested to assist in conducting a follow-up survey one (1) year after the student graduates. The survey will be mailed to graduates, giving students an opportunity to respond to the applicability of their Interior Design Associate training. Employers will also be surveyed on the quality of Salt Lake Community College graduates. Include formative and summative assessment measures you will use to determine student learning.

## Section V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 70       | 78       | 85       | 94       | 102      |
| Cost Per FTE              | 2198     | 2418     | 2300     | 2155     | 2057     |
| Student/Faculty Ratio     | 8t1      | 8t1      | 9t1      | 10t1     | 11t1     |
| Projected Headcount       | 118      | 130      | 143      | 157      | 172      |
|                           |          |          |          |          |          |
| <b>Projected Tuition</b>  |          |          |          |          |          |
| Gross Tuition             | 0        | 0        | 0        | 0        | 0        |
| Tuition to Program        | 0        | 0        | 0        | 0        | 0        |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 130622   | 153622   | 158230   | 162978   | 167867   |
| Benefits                  | 13062    | 23065    | 23757    | 24470    | 25204    |
| Total Personnel           | 143684   | 176687   | 181987   | 187448   | 193071   |
| Current Expense           | 7670     | 8580     | 9550     | 10580    | 11670    |
| Travel                    | 1000     | 1500     | 1800     | 2000     | 2200     |
| Capital                   | 1250     | 1500     | 1750     | 2000     | 2250     |
| Library Expense           | 250      | 350      | 450      | 550      | 650      |
| Total Expense             | \$153854 | \$188617 | \$195537 | \$202578 | \$209841 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 0        | 0        | 0        | 0        |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | 147434   | 181537   | 187737   | 193998   | 200421   |
| Tuition to Program        | 0        | 0        | 0        | 0        | 0        |

|                 |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|
| Fees            | 6420     | 7080     | 7800     | 8580     | 9420     |
| Total Revenue   | \$153854 | \$188617 | \$195537 | \$202578 | \$209841 |
|                 |          |          |          |          |          |
| Difference      |          |          |          |          |          |
| Revenue-Expense | \$0      | \$0      | \$0      | \$0      | \$0      |

### Budget Comments

Budget is constructed based on projected enrollment in program each year.

### Funding Sources

The proposed program will initially be funded through budget reallocation of base dollars.

### Reallocation

Funds will be transferred from Continuing Education in the School of Professional and Economic Development, where the existing program was developed, to the School of Science, Mathematics and Engineering in the Architectural Technology department.

### Impact on Existing Budgets

There is no other impact on existing budgets.

## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number                                                                                                                                                    | Title                                                                                                                                                                                                                              | Credit Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Core Courses                                                                                                                                                              |                                                                                                                                                                                                                                    |              |
| Composition: ENGL 1010                                                                                                                                                    | Intro. to Writing (EN)                                                                                                                                                                                                             | 3            |
| Choose one – Quantitative Studies:<br>ART 1210<br>FIN 1380<br>MATH 1010<br>BCCM 1100                                                                                      | Math for Visual Arts (QS) (3)<br>Financial Mathematics (QS) (3)<br>Intermediate Algebra (QS) (4)<br>Construction Math (QS) (5)                                                                                                     | 3-5          |
| Choose one - Communication:<br>COMM 1010<br>COMM 1020<br>CTEL 1020                                                                                                        | Elements of Effective Communication (CM)<br>Principles of Public Speaking (CM)<br>Career Speech Skills (CM)                                                                                                                        | 3            |
| Choose one – Human Relations:<br>ART 1150<br>COMM 2110<br>CTEL 1010<br>LE 1220<br>MKTG 1010<br>MKTG 1960                                                                  | Foundation Seminar (HR) (2)<br>Interpersonal Communication (HR) (3)<br>Leadership & Team Building (HR) (3)<br>Human Relations for Career Development (HR) (3)<br>Customer Service (HR) (2)<br>Professionalism in Business (HR) (3) | 2-3          |
| Choose 3 credits from one of the following distribution areas: BS, FA, HU, PS, SS, ID. The following are recommended:<br>ARTH 2710<br>ARTH 2720<br>MKTG 1050<br>PHIL 1130 | Art History/Pre History (HU)<br>Art History/ Renaissance (HU)<br>Consumerism (ID)<br>Personal Ethics (ID, DV)                                                                                                                      | 3            |
|                                                                                                                                                                           | General Education Sub-Total                                                                                                                                                                                                        | 14 (min)     |
| INTD 1010                                                                                                                                                                 | Introduction to Interior Design                                                                                                                                                                                                    | 3            |
| INTD 1200                                                                                                                                                                 | Theory & Psychology of Color                                                                                                                                                                                                       | 3            |
| INTD 1220                                                                                                                                                                 | Drafting for Interior Designers                                                                                                                                                                                                    | 3            |
| INTD 1230                                                                                                                                                                 | Historic Furnishings                                                                                                                                                                                                               | 3            |
| INTD 1310                                                                                                                                                                 | Professional Practice                                                                                                                                                                                                              | 4            |
| INTD 1320                                                                                                                                                                 | Perspective Drawing/Rendering                                                                                                                                                                                                      | 3            |
| INTD 1330                                                                                                                                                                 | Contemporary Furnishings                                                                                                                                                                                                           | 3            |
| INTD 1340                                                                                                                                                                 | Material & Components of Design                                                                                                                                                                                                    | 3            |

| Course Prefix & Number        | Title                      | Credit Hours |
|-------------------------------|----------------------------|--------------|
| INTD 1355                     | Kitchen & Bath Design      | 3            |
| INTD 1360                     | Lighting                   | 3            |
| INTD 1370                     | Commercial Space Planning  | 3            |
| INTD 1450                     | Interior Design AutoCAD I  | 4            |
| INTD 1460                     | Interior Design AutoCAD II | 4            |
| NTD 1500                      | Construction Principles    | 3            |
| INTD 1550                     | Portfolio Preparation      | 3            |
| INTD 2000                     | Internship                 | 3            |
| ART 1120                      | Design                     | 3            |
|                               | Sub-Total                  | 54           |
| Elective Courses              |                            |              |
| INTD 1400                     | Quick Sketch               | 3            |
|                               | Sub-Total                  | 3            |
| Track/Options (if applicable) |                            |              |
|                               | Sub-Total                  |              |
|                               | Total Number of Credits    | 68 (min)     |

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

All courses have already been developed, though many have been revised for the AAS degree. No new courses are needed for the implementation of the AAS program.



## Appendix B: Program Schedule

### Fall Semester

| Course Prefix & Number | Title                           | Credit Hours |
|------------------------|---------------------------------|--------------|
| INTD 1010              | Introduction to Interior Design | 3            |
| INTD 1200              | Theory & Psychology of Color    | 3            |
| INTD 1220              | Drafting for Interior Designers | 3            |
| INTD 1230              | Historic Furnishings            | 3            |
| ART 1120               | Principles of Design            | 3            |
| Total                  |                                 | 15           |

### Spring Semester

| Course Prefix & Number | Title                           | Credit Hours |
|------------------------|---------------------------------|--------------|
| INTD 1320              | Perspective Drawing/Rendering   | 3            |
| INTD 1330              | Contemporary Furnishings        | 3            |
| INTD 1340              | Material & Components of Design | 3            |
| INTD 1350              | Kitchen & Bath Design           | 3            |
| INTD 1450              | Interior Design AutoCAD I       | 4            |
| Total                  |                                 | 16           |

### Summer Semester

| Course Prefix & Number | Title                            | Credit Hours |
|------------------------|----------------------------------|--------------|
| INTD 2000              | Internship                       | 3            |
| Gen Ed.                | Student choice – Human Relations | 2-3          |
| Gen Ed – ENGL 1010     | Intro. to Writing (EN)           | 3            |
| Total                  |                                  | 8-9          |

### 2nd Fall Semester

| Course Prefix & Number | Title                          | Credit Hours |
|------------------------|--------------------------------|--------------|
| INTD 1310              | Professional Practice          | 4            |
| INTD 1370              | Commercial Space Planning      | 3            |
| INTD 1460              | Interior Design AutoCAD II     | 4            |
| Gen Ed                 | Student Choice - Communication | 3            |
| Total                  |                                | 14           |

### 2nd Spring Semester

| Course Prefix & Number | Title                                 | Credit Hours |
|------------------------|---------------------------------------|--------------|
| INTD 1360              | Lighting                              | 3            |
| INTD 1500              | Construction Principles               | 3            |
| INTD 1550              | Portfolio Preparation                 | 3            |
| Gen Ed.                | Student choice - Quantitative Studies | 3-5          |
| Gen Ed.                | Student choice - Distribution         | 3            |
| Total                  |                                       | 15-17        |

Total Program Hours: 68 (min)

### Appendix C: Faculty

| <u>Faculty Name</u> |      | <u>Education</u>                               | <u>Years of Experience</u> |
|---------------------|------|------------------------------------------------|----------------------------|
| Cheryl Anderson     | 1999 | AS LDS Business College                        | 8                          |
| Janet Barrs         | 1993 | BS Arizona State Univ.                         | 10                         |
| Mary "Milly" Boren  | 1973 | BA Utah State University                       | 22                         |
| Jeri Eastman        | 1986 | BS Utah State University                       | 22                         |
| Sharon L. Hodson    | 1989 | BA University of Kansas                        | 19                         |
| John Holbrook       | 2006 | MA University of Utah                          | 5                          |
| Lori King           | 1974 | BA Brigham Young Univ.                         |                            |
|                     | 2003 | AS LDS Business College                        | 8                          |
| Lee Last            | 1959 | Certificate New York School of Interior Design | 49                         |
| Naima Nawabi        | 2004 | BS University of Utah                          | 10                         |
| Rosine Oliver       | 1974 | BA Beaver College                              |                            |
| Mojdeh Sakaki       | 1997 | AAS LDS Business College                       |                            |
|                     | 1979 | BS Farleigh Dickenson University               | 15                         |
| Zachary Taylor      | 2003 | Certificate SLCC                               | 5                          |
| Meagan Whitehead    | 2005 | BS Utah State University                       | 3                          |

July 10, 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 have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

**A. *Dixie State College* – Request to Establish a Student Media Center**

**Request:** Dixie State College requests approval to establish a Student Media Center in connection with its Communication baccalaureate program. The Board of Trustees approved the proposal on 2 May 2008.

The Student Media Center (SMC) is envisioned as a soft-funded semi-professional enterprise providing oversight to operations, projects, and finances involving DSC newspaper, web news and media, television, radio, magazine and film. Within the center, faculty advisors, student editors/managers/producers, and students will work with a Media Center Director (MCD) for access to equipment and resources necessary to complete various media-related activities. The MCD supervises the progress of the various media-related projects to ensure that the projects are completed professionally and in a timely manner. In turn, the MCD reports to a DSC campus-wide Student Media Council made up of administrators, faculty, and students who set policy, approve financing, and authorize projects requested of the SMC.

The SMC recently signed an agreement with representatives of Dick Nourse, retired KSL-TV anchorman, to establish the Dick Nourse Student Media Center. This is only the beginning of the opportunities for grants, donations, and other support from industry and individuals to support DSC's innovative programs.

**Need:** According to Dixie State College, the Communication Department houses a wide range of project- and finance-producing entities that frequently duplicate each other's efforts and fragment department interests in counterproductive ways. Mass Media and Film faculty and students frequently compete for limited funds to purchase similar equipment, software, and other resources. Similarly newspaper advertizing sales personnel compete with radio and television advertizing personnel for advertisers and income generating resources. In an era of media convergence, media fragmentation and competition are counterproductive to efficient education and use of assets. Also, with a wide range of activities generating monies, central supervision and proper financial controls also become a major consideration. By having a

SMC and governing council, competition can be reduced, media convergence can be institutionalized, financial oversight can be more effectively implemented and equipment can be shared and more efficiently managed.

The SMC is intended to place resources in the hands of students, empowering them to learn through hands-on media-centered activities. Hands-on experiences are a vital part of DSC program's mass media and film production pedagogy. The SMC is envisioned to be a hive of student activity producing newspaper, film, television, radio and web-related projects. Students themselves will run the various media and will receive advisement from faculty and professionals. Advertising contact and receipts will come through this center. Payments will be made, equipment checked in and out, and projects will be utilized between media.

While DSC's SMC is new and cutting-edge, the idea is not unique. Other institutions around the country have also adopted Student Media Centers, notably UCLA, ASU, and SLCC. The DSC SMC has been patterned after the Salt Lake Community College Student Media Center which received the national Model Teaching Award from the Western States Communication Association in 2001. The SLCC Student Media Center has been visited and praised by communication programs in both 2- and 4-year institutions as a unique and world-class approach to facilitating student learning and activities.

- The SMC is very active in support of DTV, the community education channel agency (CECA) in Washington County, which partners with surrounding cities and counties to provide programming of all types—governmental, educational, and entertainment. This channel provides 24/7 broadcast opportunities for DSC students.
- The SMC envisions providing programming for two additional television channels which will provide significant additional outlets for DSC students' media work. One of these channels will be dedicated to purely educational programming (tele-courses, etc.) and the other dedicated as the official DSC channel, featuring programming of all types from and about campus life and events.
- The SMC will provide resources for radio programming. DSC currently partners with a local commercial broadcaster to provide radio programming part of each day, but envisions a 24/7 FM station that includes multiple signals which will provide multiple radio channels available for DSC students.

**Institutional Impact:** The dean and other administrators sit on the Student Media Council to approve projects and review policy and finances. Beyond that, there is no other effect on existing administrative structures. The SMC itself functions as an internship-like opportunity for the mass communication and film production students in the Communication program. It is not directly connected to academics, and no credit is granted for participation in the center, except when done as an approved internship.

The existing faculty act as advisors. The existing secretarial staff provides needed support. The Center will need various professional staff to support and manage the affairs of the Center that have professional requirements beyond the scope of students. These include a marketing manager, a program director, and eventually a production director. *These positions are all soft-funded and will be added only if and when the finances of the center permit.*

The SMC will operate, for now, from the existing television facilities at DSC, on the 3<sup>rd</sup> floor of the Whitehead Student Services Building. However, at least in part because of the hands-on experience which this Center provides, the number of enrollments in the Communication baccalaureate program is growing rapidly, and the Department and Center will eventually need an expanded facility. The College is already

planning to move them into the Jennings Building in January of 2009 which will provide the additional space and facilities necessary to accommodate the expected growth.

**Finances:** The central concept of the SMC is elimination of duplicated equipment requests and purchases, increased availability of equipment to students and faculty, and improved up-keep of equipment. Likewise, the SMC provides decreased competition for financial resources by centralizing financial requests as well as converging marketing efforts to local businesses to support the wide variety of needed media advertizing. The SMC will require reassigned time from one faculty member to serve as the director. Since all costs of operating the Center are soft-funded, these will be covered only by the revenues the SMC produces through sponsorships and/or from grants and donations acquired from interested parties.

All future costs of equipment and staff will come from the operating income of the SMC which is expected to be sufficient to support all needed functions.

#### **B. *Salt Lake Community College* – Approval of a Certificate of Completion in Fashion Design**

**Request:** Salt Lake Community College requests approval to offer a Certificate of Completion in Fashion Design effective Fall 2008. This program was approved by the Board of Trustees on 13 February 2008. This program was submitted under the Fast Track Option, approved by the Regional CTE Committee, reviewed by other institutions who all gave their support, and approved by the Commissioner on 16 June 2008.

**Program Description:** The Fashion Institute program is designed to introduce students to and prepare students for the field of Fashion Design. Upon successful completion of the program, students will have knowledge and skills in the following areas: design concepts, fashion history, illustration, pattern making, draping, textiles, clothing construction, costume design, entrepreneurship, and portfolio presentation. The SLCC program combines both classroom and practical work experience through the Internship and Special Projects courses. The Fashion Institute program is a three-semester program for full- or part-time students.

**Purpose of Degree:** The Fashion Institute Certificate of Completion will provide students with career opportunities in the Fashion industry in fulfillment of SLCC's role and mission as a comprehensive community college. Expected outcomes for students completing the Fashion Institute Certificate of Completion program follow. Students will:

- Be prepared to work for existing apparel companies or as an entrepreneur.
- Understand the history of fashion and the basic theories of fashion design (color, line, shape, texture, scale, and proportion).
- Know how to make patterns, illustrate designs, and construct garments.
- Exhibit professionalism through high quality presentations; effective sales techniques; efficient organization; and work cooperatively with clients and co-workers.
- Have the opportunity to learn about the various employment options available through internships.
- Create a collection of clothing that displays personal design styles.
- Create high quality portfolios that can be used for job applications. Portfolios will reflect class work and projects completed during internships.
- Use proper industry terminology which will allow them to communicate effectively with other similarly engaged professionals. They will listen effectively and express their ideas clearly.

**Institutional Readiness:** SLCC has been offering a Fashion Institute Certificate program through Continuing Education for some time. The program is now judged to be viable to be offered as a Fashion Institute Certificate of Completion from the School of Arts and Communication in the Arts/Communication/Digital Media department.

*Faculty:* There are currently 11 adjunct faculty members who are credentialed, experienced in Fashion Design, and prepared to teach the fashion institute coursework. A full-time faculty position will be requested as part of SLCC's 2009-10 budget process. Expectations of maintaining professional currency will be part of the teaching requirements before full-time or adjunct faculty members are hired. Ongoing professional development is expected, including participation in at least one national meeting per year by the lead faculty member to keep the department current within the profession.

Each full-time and adjunct faculty member will teach the curriculum in which they are most proficient to optimize benefits of their professional expertise to students.

Students using the appropriate SLCC assessment system will evaluate all design faculty members. The evaluation will examine teaching practices from the student perspective and highlight areas of strengths as well as areas in need of improvement. SLCC administrators and the College training office will work with any faculty in need of assistance.

*Staff:* The Division of Arts and Communication in the School of Arts and Communication will administer this program. The division chair, the chair's administrative assistant, and Faculty Support Services will assist in support operations. It is anticipated that no additional administrative or secretarial help will be required.

*Library and Information Resources:* SLCC's Markosian Library currently provides support for the existing Fashion Institute Certificate program with approximately 250 books and other media on Design Principles, Fashion History, Fashion Design and Costume. Additional books, videos, and periodical subscriptions are being ordered to upgrade and enlarge this collection. In addition to the Markosian Library, the Library Square Center (the site of the current program) also offers a library consisting of books, videos, DVDs and other media covering all aspects of fashion design as well as subscriptions to industry periodicals. Access is available to several electronic databases (some of which contain full-text articles) including references to all areas of the Fashion Industry.

*Admission Requirements:* There are no special admission requirements for this program. Admission is consistent with general SLCC admission procedures and guidelines.

*Student Advisement:* Students will have the opportunity to consult with an academic advisor as needed and will also be encouraged to meet with Fashion Institute faculty for further advising needs throughout their program.

*Justification for Gradation Standards and Number of Credits:* SLCC's proposed Fashion Institute Certificate of Completion is designed primarily to prepare students to enter the career field. Requirements for a Fashion Institute Certificate of Completion follow the guidelines outlined in the SLCC General Catalog for Certificates of Completion. Students will earn a minimum of 41 credits. The total program credit hours fall within State Board of Regent policy parameters for a Certificate of Completion.

*External Review and Accreditation:* The Program Advisory Committee (PAC) will meet twice a year to evaluate the success of the program. The PAC will evaluate the efficiency of the competencies defined for the proposed program and the effectiveness of internships, recommend appropriate changes based upon the conclusions of their assessment, and help to identify other advocates for the proposed program.

*Projected Enrollment:*

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio |
|------|-------------------|--------------|--------------------------|
| 1    | 80                | 11           | 7-1                      |
| 2    | 88                | 11           | 8-1                      |
| 3    | 97                | 11           | 8-1                      |
| 4    | 106               | 11           | 9-1                      |
| 5    | 112               | 11           | 10-1                     |

*Expansion of Existing Program:* The Fashion Institute Certificate of Completion is additional to the existing Fashion Institute Certificate program, currently in the School of Professional and Economic Development (formerly Continuing Education.) SLCC offered its first Fashion Institute courses in 1995. Enrollment has steadily increased with each fall and spring semester bringing about 10 new student enrollments into the "Introduction to Fashion Design" course.

**Need:** The fashion industry is growing in Utah. Many companies who have found production costs too high in coastal cities have moved their facilities to Salt Lake City and surrounding areas. Companies are experiencing an increasing need for employees trained in the various aspects of the apparel industry.

The Utah System of Higher Education Master Plan 2000 makes a major commitment to expand opportunities for Career and Technology Education. The proposed Fashion Institute program will aid in accomplishment of this goal. SLCC Fashion Institute is in the unique position of being one of the most credible educational resources to produce the student base necessary to meet the needs of the industry. Internship opportunities and full-time positions are on the rise.

Entrepreneurship is another very important element of the fashion industry. The SLCC Fashion Institute program prepares students to create their own companies through that emphasis. Students are taught the skills necessary to create their own companies, which in turn creates more demand for trained employees.

*Labor Market Demand:* Though the Utah Department of Workforce Services has no information on Fashion Design or Fashion Designers, the economic reality of retail businesses opening in Utah and their constant demand for student designers, illustrators, and costumers indicates Utah to be a pivotal location for Fashion for many years.

*Student Demand:* As previously mentioned, SLCC offered its first Fashion Institute courses in 1995 and enrollment since then has increased significantly. There are daily inquiries and requests for information regarding the Fashion Institute.

*Similar Programs:*

- Weber State University offers an AAS and BS in Sales and Merchandising with an emphasis in Fashion Merchandising.
- Utah State University offers a bachelor's degree in Apparel Merchandising.

- Brigham Young University offers a bachelor's degree in Fashion Merchandising.

A Certificate of Completion program is not available in the Salt Lake area. Most inquiries received at SLCC related to fashion are from students in the Salt Lake Valley wanting to enter a local public program.

The proposed SLCC program requires multiple sewing and pattern making classes not offered anywhere else in the Salt Lake area, thus broadening the scope of career choices for students. The program provides students with opportunities to apply the skills gained through coursework to practical work experience, consistent with the needs of the community and the goals of SLCC.

*Collaboration with and Impact on Other USHE Institutions:* Through a Fashion Institute Certificate of Completion, SLCC looks forward to possible articulations with both WSU and USU.

*Benefits:* Eighty students are currently enrolled in SLCC's Fashion Institute classes. The ability to earn a Certificate of Completion would benefit these existing students as well as new students, providing them expanded career opportunities. This SLCC offering will enhance CTE offerings in USHE and provide opportunity for further collaboration with other four-year institutions.

*Consistency with Institutional Mission:* The Certificate of Completion in Fashion Institute contributes to fulfilling SLCC's mission. SLCC is a public, open-access, comprehensive community college committed to serving the broader community, providing quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

**Program and Student Assessment:** Goals for the program and measurements of success will be:

1. Goal: Enroll a minimum of 28 new students per year. Measure: Enrollment data.
2. Goal: Graduate 12 students each year. Measure: Graduation data.
3. Goal: Evaluate students who work in internship positions prior to graduation. Measure: At least 70 percent of employers who utilize interns will rate their skills and attitudes at above average or higher.
4. Goal: Track graduate job placement for those seeking employment. Measure: Success will be achieved if 90 percent of graduates who seek employment are placed in jobs.
5. Goal: Increase the student's visibility with the Fashion Industry community. Measure: Increase visits by Fashion Design industry professionals by 20 percent.

*Expected Standards of Performance:* SLCC hosted a DACUM (Developing a Curriculum) at which professionals practicing in the Fashion Industry identified tasks, duties, and essential skills for Fashion Designers/ Merchandisers that students need to achieve by graduation.

One measure of student learning will be student interest and satisfaction in reaching course objectives for each Fashion Institute course. This process will evaluate student perceptions on the value of each course as they proceed toward their goal of a Certificate of Completion. Further, a formative evaluation will occur with final examinations in each Fashion Institute course. These exams will be constructed to focus on measuring the students' understanding of DACUM objectives.



Summative evaluation will occur when SLCC students are placed as interns at local design firms prior to graduation. The department internship faculty/coordinator will work jointly with supervisors at these firms to assess both the breadth and depth of student competencies, attitudes, and skills.

In addition, the SLCC Planning and Research Office will be requested to assist in conducting a follow-up survey one year after each student graduates. The survey will be mailed to graduates, giving students an opportunity to respond to the applicability of their Fashion Institute training. Employers will also be surveyed on the quality of SLCC graduates.

## Finance

| Financial Analysis Form         |           |           |           |           |           |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                 | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| <b>Students</b>                 |           |           |           |           |           |
| Projected FTE Enrollment        | 94        | 103       | 113       | 126       | 141       |
| Cost Per FTE                    | 1,676     | 1,380     | 1,290     | 1,188     | 1,086     |
| Student/Faculty Ratio           | 7         | 8         | 8         | 9         | 10        |
| Projected Headcount             | 150       | 165       | 181       | 200       | 225       |
|                                 |           |           |           |           |           |
| <b>Projected Tuition</b>        |           |           |           |           |           |
| Gross Tuition                   |           |           |           |           |           |
| Tuition to Program              |           |           |           |           |           |
|                                 |           |           |           |           |           |
| <b>5 Year Budget Projection</b> |           |           |           |           |           |
|                                 | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| <b>Expense</b>                  |           |           |           |           |           |
| Salaries & Wages                | 126,463   | 112,362   | 114,720   | 117,090   | 119,475   |
| Benefits                        | 27,863    | 26,582    | 26,923    | 27,267    | 27,613    |
| Total Personnel                 | 154,326   | 138,944   | 141,643   | 144,357   | 147,088   |
| Current Expense                 | 500       | 900       | 1,200     | 1,500     | 1,800     |
| Travel                          | 1,000     | 1,500     | 1,800     | 2,000     | 2,200     |
| Capital                         | 1,500     | 1,000     | 1,200     | 1,400     | 1,600     |
| Library Expense                 | 250       | 300       | 350       | 400       | 450       |
| Total Expense                   | \$157,576 | \$142,644 | 145,878   | \$149,657 | \$153,138 |
|                                 |           |           |           |           |           |
| <b>Revenue</b>                  |           |           |           |           |           |
| Legislative Appropriation       |           |           |           |           |           |
| Grants & Contracts              |           |           |           |           |           |
| Donations                       |           |           |           |           |           |
| Reallocation                    | 150,534   | 134,898   | 137,386   | 140,416   | 142,973   |
| Tuition to Program              |           |           |           |           |           |
| Fees                            | 7,042     | 7,746     | 8,492     | 9,241     | 10,165    |
| Total Revenue                   | \$157,576 | \$142,644 | \$145,878 | \$149,657 | \$153,138 |
|                                 |           |           |           |           |           |
| <b>Difference</b>               |           |           |           |           |           |
| Revenue-Expense                 | \$-       | \$-       | \$-       | \$-       | \$-       |

The "Projected FTE Enrollment" in the chart represents annualized FTE. Budget is constructed based on projected enrollment in the program each year.

*Funding Sources:* The proposed program will initially be funded through budget reallocation of base dollars.

*Reallocation:* Funds will be transferred from Continuing Education in the School of Professional and Economic Development, where the existing program was developed, to the School of Arts and Communication.

*Impact on Existing Budgets:* There is no other impact on existing budgets.

#### Recommendation

The Commissioner recommends approval of the items on the Program's Consent Calendar as noted. No action is required.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/amh

July 1, 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. *Utah State University***

**i. *College Name Change: the College of Education to the Emma Eccles Jones College of Education and Human Services***

**Request:** The College of Education and Human Services at Utah State University is seeking formal authorization to change the name of the College of Education to the Emma Eccles Jones College of Education and Human Services.

**Need:** Over \$45 million has been contributed to the College of Education: 5 December 2007, the Emma Eccles Jones Foundation announced a gift in the amount of \$25 million; Emma Eccles Jones herself has also donated. In recognition of these gifts, Utah State University seeks authorization for this name change.

**Institutional Impact:** In responding to the gift announcement, Dean Carol Strong commented: "The gift will allow the already highly ranked college to affirm even further its status as one of the nation's leaders in early childhood education, research and service. The synergy created by this gift will serve as a powerful catalyst, helping to transform early childhood education not only regionally and nationally but internationally."

**Finances:** Renaming the College of Education and Human Services will not have an impact on the budget.

ii. *Department Restructuring: Divide the Department of Economics into the Department of Applied Economics and the Department of Economics and Finance*

**Request:** Utah State University requests approval to dissolve the existing Department of Economics and create two new separate departments: the Department of Applied Economics and the Department of Economics and Finance. For many decades, the Department of Economics has been jointly administered by the College of Agriculture and the Huntsman School of Business. Under the proposed new structure, the Department of Applied Economics will be created in the College of Agriculture and a separate and distinct Department of Economics and Finance will be created in the Huntsman School of Business. The two independent departments will better serve and fulfill the vision and strategic plans of their respective academic colleges.

This request involves the creation of no new degree programs and will require no additional faculty to implement the curriculum. Rather, the existing resources will be divided to form two viable academic units. Administrative responsibility for the existing degree programs will be assigned to one or the other of the new departments. In the short term, the teaching assignments of individual faculty members will remain constant. Over time, if changes to the curriculum are necessary, both departments will follow established procedures identified in university policy for proposing such changes.

**Need:** While the jointly-administered department has been operationally functional, that unique configuration (reporting to two deans) has resulted in some challenges. Starting in April 2007, in a series of six meetings that included the executive vice president and provost, the deans of the two colleges and the faculty of the Department of Economics, the group collectively explored and discussed the advantages and disadvantages of various administrative configurations.

The executive vice president, provost, and the deans of the two colleges concluded that the proposed structure would allow each college to fully develop and utilize the intellectual and academic resources which it is assigned. Indeed, both colleges are prepared and poised to invest in more focused economics programs which reflects their distinctive areas of academic interest and which can be synergistic with other programs in each college. While there is not unanimous agreement among the faculty of the current department, the majority of the faculty is supportive of the decision to move this proposal forward.

The new proposed organizational structure is intended to achieve several goals. USU expects the more focused academic units to:

- Achieve a greater alignment with the missions of the colleges in which they reside – becoming more of an intellectual force in their respective colleges.
- Be shaped by each department's dean and to be molded to reflect the priorities of the colleges.
- Contribute more substantially to the growth and development of students in other majors located in their college.
- Gain greater national visibility for their expertise in more defined areas of academic inquiry.
- Acquire greater financial support from their respective colleges because the respective deans' efforts and actions will be perceived as more central to the future of their respective colleges.

**Institutional Impact:** The proposed restructuring will not have a significant impact on enrollments in the four undergraduate majors or three minors. At the graduate level, the greater focus of the two new departments may have a small positive impact on enrollments. Administrative responsibility for the specific degree programs will be distributed in the following manner.

First, the new department in the College of Agriculture will be assigned administrative responsibility for the undergraduate majors in agribusiness (including both the business and the agricultural systems options), agricultural economics, and international agribusiness. The College of Agriculture will also be responsible for the minors in agribusiness management and agricultural economics. At the graduate level, the College of Agriculture will assume administrative responsibility for the doctorate in economics and the MS in applied economics (including the three specializations in agricultural economics, natural resource economics, and regional economic development).

Second, the new department in the Huntsman School of Business will have administrative responsibility for the undergraduate major in economics (including the emphasis areas of economic theory, managerial economics, and prelaw economics) and the economics minor. At the graduate level, this department will be responsible for the MS and MA in economics.

*Administrative Structure:* The proposed restructuring will result in two new departments – one located administratively in the College of Agriculture (the Department of Applied Economics) and another located administratively in the Huntsman School of Business (the Department of Economics and Finance).

*Facilities:* In the short term, no new physical facilities will be required. All of the faculty will remain in their current offices. In the long term (three to five years), the faculty and staff of the Department of Applied Economics will be relocated to the new Agricultural Sciences building on the University Quad.

*Faculty:* In the Fall of 2007, the executive vice president and provost met individually with each member of the existing Department of Economics. As part of these discussions, each faculty member was asked to designate their preferred departmental affiliation. All of the preferences of the existing faculty were accommodated. That is, each continuing faculty member was able to select with which of the two new departments they would be affiliated. By July 1, 2008, the staff will be similarly consulted and a disaggregation plan devised.

**Finances:** There will be some marginal additional costs associated with implementing this restructuring. For example, there is currently money in the budget for one department head. With the move to two departments, USU will identify the resources necessary to pay an administrative stipend to a second department head. Similarly, as the disaggregation is implemented fully and the two departments are physically separated, there may be a need for additional staff. Monies for these additional expenditures will come from internal college and university reallocations or the use of new discretionary monies.

iii. ***Emphasis Name Change: the Human Development Emphasis to Child Development***

**Request:** The Department of Family, Consumer, and Human Development in the Emma Eccles Jones College of Education and Human Services at Utah State University requests to change the name of the Human Development emphasis in the Family, Consumer, and Human Development major to Child

Development. This change will not affect any instructional activities. All course requirements for the emphasis will stay the same.

**Need:** This change is requested to more accurately reflect the content of the emphasis and reduce confusion that students have who want to study adulthood or adolescence. It is not a life-span human development emphasis. It is an emphasis in infancy and early childhood.

**Institutional Impact:** This proposed change will not affect enrollments in this emphasis, nor will it affect any affiliated departments or programs. It will have no effect on existing administrative structures or in existing faculty or staff. No new facilities or equipment will be required.

**Finances:** No new costs or savings are anticipated from this change.

iv. *Department Name Change: the Department of Instructional Technology to the Department of Instructional Technology and Learning Sciences*

**Request:** Utah State University requests approval to rename the Department of Instructional Technology to the Department of Instructional Technology and Learning Sciences. The new name would take effect 1 January 2009.

**Need:** The rationale for renaming the department includes the following:

- To reflect the current faculty's research focus and desires. Currently, many faculty members in the department engage in Learning Science research. At a vote at a faculty meeting in March, 2008, only one faculty member voted against the proposed name change.
- To stay current with national and international research and teaching trends. Many departments of Instructional and/or Educational Technology are renaming themselves to, or adding an emphasis in, Learning Sciences. Nationally, the American Education Research Association Conference has a Learning Sciences special interest group. Internationally, there is both *Journal of the Learning Sciences*, as well as a bi-annual Internal Conference of The Learning Sciences.
- To advance interdisciplinary external funding proposals and research. Many funding agencies and foundations (e.g., National Science Foundation, Hewlett Foundation) have funding programs that specifically name and target Learning Sciences research. Several faculty members pursue these awards and would thereby benefit from the requested name change.
- To enhance the recruitment of high quality faculty. Many new, quality PhDs have been prepared within programs that are either named or contain a substantial Learning Science component. The requested name change would help ensure USU is considered in the job search of these candidates.
- To enhance the recruitment of high quality students.

**Institutional Impact:** The proposed restructuring will not affect current enrollments in the department's program. As noted above, it is expected to increase the quantity of students applying. No new physical facilities or equipment will be required. The number of faculty and professional staff will not change.

**Finances:** No new costs or savings are anticipated from this change.

v. *Reorganization of Minors: Combine the Horse Production and Horse Training Minors into a Single Equine Minor and the General Animal Science and General Dairy Science Minors into a Single Animal and Dairy Science Minor*

**Request:** Utah State University's Department of Animal, Dairy, and Veterinary Sciences (ADVS) requests to combine the Horse Production and Horse Training minors into a single Equine minor and the General Animal Science and General Dairy Science minors into a single Animal and Dairy Science minor, effective Fall 2008.

**Need:** The ADVS Department is administered by the College of Agriculture (COA). It is one of the largest departments on campus, is very complex, and highly diversified. The mission of the ADVS Department is to provide teaching, research, extension, and professional service to support the animal industries of Utah, the surrounding region, the nation, and the international community.

In November 2004, the ADVS Department hosted a review team representing the United States Department of Agriculture – Cooperative State Research, Education, and Extension Service (CSREES). Following a thorough critique of the ADVS Department, both verbal and written reports were prepared by the CSREES review team. This critique identified areas within the department with the greatest potential to impact students, the people of Utah, and the national and international communities. It also identified areas having the greatest potential to increase the stature and reputation of the department.

As a consequence of the review, the ADVS Department restructured the BS degree program in Spring 2007. The majors for the department were organized into a single BS degree in Animal, Dairy, and Veterinary Sciences. However, the minors were not adjusted when the major was approved.

The changes to the ADVS minors are needed to align with the major and emphases. Also, the evolution of the animal science production industries has demanded greater cross-disciplinary programs. Currently, the minors represent discipline isolation. The adjustment of the existing four minors into two broader minors provides for better hybridization. By combining Horse Production and Horse Training, and changing the terminology to Equine ("equine," rather than "horse," is the correct terminology now), the minor provides a streamlined pathway to horse science specialization. And by combining General Animal Science and General Dairy Science, the minor will bring together like-disciplines to share resources and expertise.

**Institutional Impact:** The proposed restructuring of the minors in ADVS should not affect enrollments in instructional programs of affiliated departments or programs at USU. The ADVS Department does not predict or expect a statistically significant increase or decrease in undergraduate enrollment. There is nothing "new" or seemingly different to bring in or to discourage enrollment.

The existing administrative structures will be impacted. Advising will be more direct and coherent. For example, the confusion between a Horse Production and a Horse Training minor will be eliminated. No new teaching faculty or teaching facilities will be required. Existing faculty and facilities are sufficient to implement the proposed change to the minors in ADVS.

**Finances:** No costs are anticipated for the requested change. The courses required for the new minors are currently offered. There will be no budgetary impact, including cost savings, to other programs or units.

## **B. Weber State University**

### **i. Approval of a Minor in International Politics**

**Request:** This request is for permission for Weber State University to offer an undergraduate minor in International Politics.

The International Politics (IP) minor builds upon existing courses to create an additional option for WSU students. Numerous WSU students have indicated a strong interest in graduating with credentials emphasizing a competence in IP, and often prefer an IP minor to a traditional Political Science minor. Current, Political Science majors and minors frequently choose IP as an area of study in their major field.

To obtain an IP minor, students take a total of 24 credit hours. Core courses constitute nine credit hours in three mandatory POLS classes; elective courses constitute six credit hours selected from six optional POLS courses; and interdisciplinary courses constitute nine credit hours. Students must earn a grade of C or better in each course; the current Political Science coordinator of the IP minor may approve exceptions to this format. Any student seeking an IP minor must submit a program of study at the outset of the program to the coordinator. Political Science majors are not allowed to count the same courses toward the fulfillment of both the major and the minor.

No additional resources in terms of faculty, academic courses, or library resources are required for the proposed IP minor.

**Need:** As noted above, numerous students have indicated a strong interest in graduating with credentials emphasizing a competence in IP, and often prefer an IP minor to a traditional Political Science minor. Moreover, the WSU Bachelor of Integrated Studies program has expressed enthusiastic support for the option of an IP minor. Given the complex interdependence of the 21<sup>st</sup> Century, an IP minor complements majors in every social sciences field as well as many fields in the humanities and sciences.

**Institutional Impact:** The IP minor offers an opportunity in this age of globalization for students across campus to prepare themselves more effectively for careers found on the international stage, connected to the global economy, or requiring factual, cultural, and political knowledge about our interdependent world. Thus, the IP minor enhances the post-graduation career options of WSU students.

**Finances:** There is no impact on existing budgets.

### **ii. Approval of Minor in Public Administration**

**Request:** This request is for permission for Weber State University to offer an undergraduate minor in Public Administration.

This program is designed to give WSU students a set of marketable applied skills in local and state government administration. Currently, the public sector consists of 16 percent of the American workforce with 11.2 million local government jobs, 4.2 million state government jobs, and 2.9 million civilian federal government positions. In the Ogden metropolitan area there is an untapped need for skilled public servants, a need that will only increase. This minor develops and improves public management skills, emphasizes the well-connected Political Science department and local institutions of government and is conveniently



located and scheduled for working professionals. This program is also unique to WSU and builds on current programs and the growth in government services in the region.

The curriculum requires 24 hours in 2 areas: core (9 hours) and electives (15 hours). Many students will be employed by state and local governments or internships and latitude in tailoring the curriculum is important. All of the courses are currently part of the curriculum at WSU. Students must earn a grade of C or better in each course. Students seeking a Public Administration minor must consult with the coordinator and submit a program of study. Students may not major in Political Science and minor in Public Administration.

**Need:** Student demand for public administration coursework is high, particularly for students who pursue a career in local government, or who are currently employed in government. This program will also serve as a recruitment tool. It will help prepare Political Science minors for graduate and professional schools (e.g., Master's of Public Administration programs at BYU and the University of Utah). The minor will also leverage recent successes in placing WSU undergraduates in government internships.

**Institutional Impact:** The Public Administration minor offers an opportunity for students both at WSU and government employees in the Northern Utah region to acquire the skills, both theoretical and applied, that prepare them for careers in the public sector. The program will also establish relationships with local governments and provide internship opportunities for students.

**Finances:** There are no new expenses to a Public Administration minor for additional faculty, new courses, or library resources.

### Recommendation

The Commissioner recommends the Regents review the items on the Program's Information Calendar. No action is required.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/amh

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

SUBJECT: Proposed Policy R562, *Non-lapsing Balances*

Issue

Regents are being asked to review and approve a new policy regarding institutional non-lapsing balance guidelines.

Background

USHE institutions have legislative authorization to keep unspent appropriated funds at year-end rather than return them to the State of Utah. These unspent funds are referred to as "Non-lapsing balances." Non-lapsing balances are used as reserve working capital and for large one-time purchases. The nature of some equipment or capital projects may require an institution to retain funds for more than one year. During recent years, uncertainties in enrollment, tuition, and state tax fund support have validated the wisdom of keeping some funds in reserve.

The Commissioner believes institutions demonstrate good financial management by retaining a reasonable amount of non-lapsing balances. Based on a recommendation from the Council of Presidents, the Commissioner recommends that institutions be encouraged to carry forward at least four percent of appropriated funds. Institutions should generally not carry-forward more than seven percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction. The recommended ceiling of seven percent represents less than one month in reserves.

Commissioner's Recommendation

The Commissioner recommends approval of new policy R562, *Non-lapsing Balances*.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

## ***R562, Non-Lapsing Balances (DRAFT)***

---

### **R562-1. Purpose**

To provide limits and guidelines for non-lapsing balances in the Utah System of Higher Education.

### **R562-2. References**

**2.1.** Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)

**2.2.** Utah Code [§53B-7-101](#) (Financial Affairs)

**2.3.** Utah Code [§63J-1-401](#) (Budgetary Procedures Act)

**2.4.** Policy and Procedures [R120](#), Bylaws of the State Board of Regents

**2.5.** Policy and Procedures [R561](#), Accounting and Financial Controls

### **R562-3. Policy**

**3.1. Institutions Authorized to Keep Unspent Funds At Year-end** - Utah's system of higher education is authorized to keep unspent appropriated funds at year-end rather than return them to the state General Fund. These funds include state tax funds, special or supplemental appropriations, mineral lease funds, and dedicated credits.

#### **3.1.1. Budgetary Procedures Act - End of Fiscal Year -- Unexpended Balances -**

Non-lapsing balances are authorized in the Utah Code in the Budgetary Procedures Act (63J-1). Section 63J-1-401 states in part that "the Division of Finance shall close out to the proper fund or account all remaining unexpended and unencumbered balances of appropriations made by the Legislature . . ." except certain funds, including "college and university funds . . ." and also "funds encumbered to pay purchased orders issued prior to May 1 for capital equipment if delivery is expected before June 30 . . ."

**3.1.2. Funds Carried Forward Without Specifying Balance or Use Limits** - The law authorizes higher education to keep unspent fund balances and carry them forward into the next fiscal year without specifying any limit on the balance that can be carried forward or limiting the uses of the funds.

#### **3.2. Prudent Financial Management - Appropriate Carry Forward Balances -**

System institutions shall demonstrate prudent financial management by carrying forward an appropriate positive balance, from one year to the next, sufficient to handle emergencies and large one-time expenditures.

**3.2.1.** Institutions are encouraged to carry forward at least four percent of appropriated funds. Institutions should generally not carry-forward more than seven percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction.

Encumbrances for outstanding purchase orders should be excluded when determining the final carry-forward balance.

**3.3. Report of Non-Lapsing Balances that Exceed Guideline** - The Board will expect a report each October 1 from institutions whose non-lapsing balances exceed the seven percent guideline for the most recent fiscal year.

---

(Proposed for Adoption July 11, 2008.)

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: University of Utah – Resolution Approving the Issuance of Hospital Revenue Refunding Bonds, Series 2008A

The University of Utah requests approval to refund certain bonds because of changes in the national credit market. The attached memorandum from Kelly Murdock, Zions Bank Senior Vice President, explains recent events which lead up to this request. Also attached is a financing summary proposed by Mr. Murdock.

At the time the Regents' meeting agenda materials were mailed, the resolution was not yet available. The resolution will be in Regents' folders on July 11.

Commissioner's Recommendation

The Commissioner recommends that the board review the resolution distributed in the folders, pose any questions, and approve the resolution pertaining to the refunding of certain University of Utah variable-rate hospital bonds.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachments

## MEMORANDUM

**TO:** Mark Spencer

**FROM:** Kelly Murdock

**DATE:** July 1, 2008

**RE:** Background information relating to the University of Utah Hospital's proposal to refund its \$20,240,000 Series 2006B Variable-Rate Hospital Revenue Bonds

---

In March of 2008, I prepared a "Financing Summary" for the Regents that outlined a proposed refunding of certain University of Utah variable-rate hospital bonds. A paragraph stating the "Purpose" of the proposed financing was as follows:

*"To receive approval from the Regents to allow the University to refund/restructure \$20,240,000 of Variable-Rate Hospital Revenue Bonds, Series 2006B, to fixed-rate bonds should prevailing market conditions continue to deteriorate in the variable-rate sector."*

Because of the well-documented deterioration and potential collapse of the so-called "Auction-Rate Certificate" market (or "ARC's"), and similar signs of decline in the variable-rate market, the University's financing team asked the Regents for this refunding authorization as a hedge against further worsening of market conditions. It was our collective belief that if interest rates on the University's Series 2006B Bonds began spiking due to a downgrade in triple-'A' rated MBIA, the insurer of said bonds, such an approval would give us the ability to quickly refund the bonds into a safer structure. Unfortunately, our fears have been realized.

On June 20, 2008, Moody's Investors Service downgraded MBIA four rating notches from 'Aaa' to 'A1' with negative outlook ("Negative outlook" could be translated, "further downgrades are a distinct possibility"). Rates on the bonds have increased significantly since that time. The bonds are currently trading at 7.00%, a rate far higher than comparably rated bonds with similar credit structures (1.35% is where they should be as of

this writing). Given these rapid developments, it has become clear the refunding of the University's Series 2006B Bonds should be implemented immediately.

As the University's financing team reviewed the Regents' refunding approval and discussed the structure of the refunding bonds, the value of the Hospital maintaining a portion of its overall debt in a variable-rate mode was again reinforced. It was determined that if an alternative credit enhancement and liquidity facility could be secured, refunding the bonds to eliminate MBIA but maintaining a variable-rate structure would be an optimal solution. One complicating factor in this approach, however, is the Regents' approval in March only allowed for a fixed-rate refunding solution—not variable-rate. Thus, the University must return to the Regents for their approval to refund the Series 2006B Bonds to a variable rather than fixed-rate structure.

Deal points of the new transaction are outlined in the amended "Financing Summary" attached.

**\$26,000,000\***  
**State Board of Regents of the State of Utah**  
**University of Utah**  
**Variable-Rate Hospital Revenue Refunding Bonds**  
**Series 2008A**  
**(Refunding of Series 2006B MBIA-Insured Variable-Rate Hospital Revenue Bonds)**

**FINANCING SUMMARY**

|                 |                                                                                                                                                                                                                                                                                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:        | To receive approval from the Regents to allow the University to refund \$20,240,000 of Variable-Rate Hospital Revenue Bonds, Series 2006B (MBIA Insured), to variable-rate bonds backed by a Wells Fargo Bank Direct-Pay Letter-of-Credit.                                     |
| Par Amount:     | Not-to-exceed \$26,000,000*                                                                                                                                                                                                                                                    |
| Security:       | The Series 2008A Bonds will be payable from and secured by a direct-pay letter-of-credit to be provided by Wells Fargo Bank. Reimbursement of the Bank's payments will be from a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.  |
| Ratings:        | 'AA'/'Aa3' underlying ratings from Standard & Poor's Corporation and Moody's Investors Service, respectively, by virtue of State of Utah moral obligation pledge. 'AAA'/'Aaa' ratings (long-term) by virtue of direct-pay letter-of-credit to be provided by Wells Fargo Bank. |
| Method of Sale: | Public offering through negotiation                                                                                                                                                                                                                                            |
| Total Discount: | Not-to-exceed 2.00% (including Underwriter's Discount)                                                                                                                                                                                                                         |
| Sale Date:      | TBD                                                                                                                                                                                                                                                                            |
| Closing Date:   | TBD                                                                                                                                                                                                                                                                            |
| Interest Rate:  | 7-Day resetting Variable Rate—to float according to Securities Industry and Financial Markets Association ("SIFMA") index (currently at 1.35% as of July 1, 2008).                                                                                                             |



|                             |                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------|
| Interest Payment Dates:     | Quarterly in arrears                                                                    |
| Interest Basis:             | 30/360                                                                                  |
| Principal Payment Dates:    | As determined by the Hospital                                                           |
| Maturity:                   | Not to exceed April 1, 2033                                                             |
| Redemption:                 | Bonds are eligible for tender within 30 days                                            |
| Letter-of-Credit:           | Wells Fargo Bank. Cost: Approximately 65 basis points per year for a 3-year commitment. |
| Underwriter:                | Lehman Brothers                                                                         |
| Remarketing Agent:          | Lehman Brothers                                                                         |
| University of Utah Contact: | Arnold B. Combe (801) 581-6404                                                          |
| Financial Advisor:          | Kelly Murdock, Wells Fargo Public Finance (801) 246-1732                                |
| Trustee, Paying Agent/Reg.: | Wells Fargo Bank, National Association                                                  |
| Bond/Disclosure Counsel:    | Ballard Spahr Andrews & Ingersoll, LLP                                                  |

July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Southern Utah University – Campus Master Plan

Southern Utah University requests approval of their updated campus master plan during the Regents visit to the SUU campus July 2008. This master plan reflects more than a year's worth of effort involving the University, DFCM, and the local community; all with the assistance provided by a team of professional planners who guided the process.

Commissioner's Recommendation

The Commissioner recommends approval of Southern Utah University's Campus Master Plan.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KH/MV  
Attachment



*Vice-President & Chief of Staff*

Dr. Gregory L. Stauffer  
351 West University Blvd.  
Cedar City, UT 84720  
(435) 586-7721

June 26, 2008

David L. Buhler  
Interim Commissioner  
Utah System of Higher Education  
Board of Regents Building, the Gateway  
60 South 400 West  
Salt Lake City, UT 84101

Dear Commissioner Buhler:

Enclosed is a copy of the updated master plan for Southern Utah University. This master plan reflects more than a year's worth of effort involving the University, DFCM, and the local community; all with the assistance provided by a team of professional planners who guided the process.

We would ask that you place review of this plan on the agenda for the July Regents meeting to be held on our campus, and will be requesting approval of the plan at that time. SUU officials will be available to make a presentation and respond to any questions following the presentation. Thank you.

Sincerely,

*Gregory L Stauffer*

Gregory L Stauffer  
Vice President & Chief of Staff

CC: Dr Mark Spencer, Deputy Commissioner  
Dr Michael T. Benson, President of Southern Utah University

Enclosure



July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: College of Eastern Utah – Sale of Institutional Residence

Interim President Mike King and the CEU Board of Trustees request approval to the sell the current institutional residence. At a later date, they will request Regents approval of a design and plan of financing for a new residence.

The existing CEU institutional residence is located adjacent to the Price campus. At 3,684 square feet, it is the smallest residence in the Utah system. It is also among the oldest, and currently requires extensive updating and improvements. Besides the cost of necessary improvement, other inadequacies exist. The residence has a narrow, steep driveway leading to a very small parking area. The kitchen and living room are small and are poorly designed for moving guests in and out. Appliances and fixtures are dated.

The College proposes to build a new residence on College-owned property immediately north of the campus on the site of a former elementary school. With the assistance of state DFCM staff, College officials will design a residence more suited for the needs of the president. The design and plan of financing will be placed on the agenda of a subsequent Regent meeting as a separate action item.

Commissioner's staff supports the sale request if the current residence can be sold at or near the appraised value. While it is appropriate to begin planning for the replacement process, the Board of Regents should reserve final approval of a new residence until there is a report or recommendations from the consultants who are studying the future of CEU and possibility of an alliance or a stronger partnership with USU.

Commissioner's Recommendation

The Commissioner recommends approval of the sale of the current CEU institutional residence.

DLB/MHS  
Attachments

---

David L Buhler  
Interim Commissioner of Higher Education

June 20, 2008

Dr. Mark Spencer,  
Associate Commissioner for Finance  
Utah System of Higher Education  
60 South 400 West  
Salt Lake City, UT 84102

Mark,

On May 21 the College of Eastern Utah Board of Trustees approved the relocation of the college's institutional residence. The residence is an aging home that will require some \$30,000 to update. Further, the residence is located on a hill that limits access in the winter and hampers our ability to use it for entertaining. The Trustees believe that the current presidential transition provides an opportunity to sell the existing home and use the proceeds to build a new home.

The college currently owns property north of campus that has utility access. A recent appraisal estimated the value of the existing residence at \$275,000 and several community members have expressed an interest in purchasing the home. We believe we can build the home for the amount earned in the sale and have been working with DFCM to ensure our estimates are accurate.

The attached campus map shows the potential site locations. We are likely to use the northeast corner of the Durant property so that we can maintain flexibility with the portions of the property closer to campus.

We would appreciate having this on the Regent agenda and look forward to initiating the project.

Thank you for your consideration,

Kevin Walthers

July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

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

- A. **USHE – 2008-09 Appropriated Operating Budgets (Attachments 1, 2, 3).** UCA§53B-7-101 states that institutions may budget legislative appropriations in accordance with institutional work programs *approved* by the Board of Regents. Regents are asked to review and approve the 2008-09 fiscal year appropriated operating budgets (Attachment 1) for the traditional 9 USHE institutions, the Office of the Commissioner, and the State Board of Regents statewide programs. By so approving, Regents will also be approving tuition adjustments, not included in the Appropriations Acts approved by the 2008 Legislature, related to second-tier tuition, unallocated first-tier tuition, and increased tuition revenues related to enrollment growth increases experienced and/or anticipated by the institution for 2008-09 (Attachment 2). In addition to the information presented on the operating budgets, Regents are being provided with the annual implementation reports (Attachment 3) related to new funds received by the Legislature to support salary increases, institutional priorities, partnerships and the health care professions initiative. Attachments 1-3 will be hand carried.
- B. **Snow College – Purchase of Property Contiguous to Campus (Attachment 4).** Snow College seeks approval to purchase property in Ephraim, UT. The property is located at 167 East 100 South. It includes a residential home constructed in 1905 with 1,765 square feet of living space, a detached one car garage, a three vehicle carport, and .26 acres of land with public utilities. The appraised value for the property is \$125,000. The home inspection indicates \$30,000 to \$40,000 of necessary improvements. Snow College would like to purchase the property for \$117, 500 and have the home demolished due to the extensive improvements necessary.

DLB/MHS/MV  
Attachments

---

David L. Buhler  
Interim Commissioner of Higher Education



June 20, 2008

Associate Commissioner Mark Spencer  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Spencer:

Please accept this letter as a request from Snow College for approval of the Board of Regents to purchase property in Ephraim, Utah. In February 2008 Mr. Doyle Larsen and I met, at his request, to discuss selling his father's home to the college. The Larsen property is contiguous to our main campus, bordering the Anderson Hall dormitory on 100 South Street. This purchase would allow the college to expand the footprint of its main campus, a position we feel will be very beneficial in the long-term.

The following items outline the specifics of this proposed transaction.

1. The property in question is located at 167 East 100 South, Ephraim, Utah. The purchase includes a residential home constructed in 1905 with 1,765 square feet of gross living space, a detached one car garage, a three vehicle carport, and .26 acres of land with public utilities.
2. I contacted the Utah Division of Facilities Construction and Management (DFCM) earlier in the year and requested they hire an appraiser and home inspector to review the home on behalf of the college. As a result of these studies we have determined the following:
  - a. The appraised value is \$125,000
  - b. The home inspection indicates \$30,000 to \$40,000 of necessary improvements (largely electrical and plumbing) to meet current building codes in order to use the home as student housing or office space.
3. After several discussions with Mr. Larsen we agreed to a purchase price of \$117,500. We have also agreed to have the home demolished prior to assuming ownership due to the extensive improvements necessary.



4. If approved, we will utilize funds currently available in the college's Revolving Campus Infrastructure Account to purchase the Larsen home.

Please let me know if you need any further information regarding this request. We are hoping this item could be added to the Regent's July 10-11<sup>th</sup> agenda.

Regards,

Marvin L. Dodge  
Vice President  
Finance and Administrative Services

July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: USHE – 2008-2009 Information Technology Strategic Plan

The Commissioner requests approval of the 2008-2009 USHE Information Technology Strategic Plan. Copies of the Plan will be available to the Regents on July 10.

On July 20, 2007, the Board of Regents approved the first comprehensive IT strategic plan for USHE. Last year's plan provided the basis for the system's IT appropriations request in the 2008 Legislative session. The USHE Council of CIO's recently held a two-day planning retreat to report on achievements during FY2008 and propose goals for FY2009. USHE chief information officer Dr. Steve Hess will present highlights of the new plan at the July 11 Regent meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the 2008-2009 USHE Information Technology Strategic Plan, ask any clarifying questions, and approve the Plan for implementation during FY2009.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Update on Institutional Health Plan Changes for 2008-09

Issue

Regents have requested an annual report on USHE health and dental plans.

Background

In 2003, Regents requested an extensive study reviewing the management of institutional health and dental plans and directed USHE institutions to develop health insurance plans equivalent in relative benefit richness to the state employee health plan. An independent third party was engaged to complete a comprehensive review of the USHE health plans, and results of this study were presented to the Regents at the time the study was completed.

In summer of 2005, USHE staff again hired an independent third party and conducted a second study to track the effectiveness of USHE institutions in managing their respective health plans in relation to equivalent benefit richness to the state employee health plan. Both studies illustrated how institutions had effectively adjusted benefits and coverage in their health plans to meet the Regent directive established in 2003. Regents at that time were satisfied that institutions had met the goal established in 2003 and asked that an annual report be submitted outlining changes to health and dental plans.

Attachments 1 and 2 summarize health and dental plans for each USHE institution and UCAT campus, respectively. Each attachment contains four tables. Table 1 shows historical percentage increases for health benefits at each institution. Table 2 identifies 2008-09 cost and coverage provisions for health benefits. Table three describes the 2008-09 plan changes. Table four presents the cost data for each institution's 2008-09 dental plan.

Attachment 3 summarizes recent health benefit common practices and benchmarks identified in the Kaiser Family Foundation's *Employer Health Benefits 2007 Annual Survey*.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

---

David L. Buhler  
Interim Commissioner for Higher Education

DLB/MHS/KLH  
Attachments

**Table 1**  
**SUMMARY OF USHE HEALTH INSURANCE INCREASES**  
**SINCE 1999-2000**

|                        | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|
| UU                     | 0.0%  | 14.0% | 35.0% | 12.4% | 9.5%  | 10.1% | 15.0% | 7.8%  | 9.8%  | 7.0%  | 12.1%                  |
| USU <sup>(2)</sup>     | 2.5%  | 8.2%  | 13.3% | 13.9% | 7.0%  | 5.5%  | 11.8% | 8.2%  | 10.9% | 0.5%  | 8.2%                   |
| WSU <sup>(3)</sup>     | 20.8% | 9.1%  | 0.0%  | 13.1% | 12.0% | 14.4% | 13.2% | 10.0% | 8.7%  | 5.6%  | 10.7%                  |
| SUU                    | 10.5% | 12.5% | 6.0%  | 2.0%  | 8.0%  | 5.5%  | 5.1%  | 6.4%  | 5.9%  | 5.1%  | 6.7%                   |
| Snow <sup>(4)</sup>    | 3.0%  | 17.0% | 14.0% | 11.0% | 6.4%  | 11.5% | 5.7%  | 7.2%  | 10.3% | 0.0%  | 8.6%                   |
| DSC <sup>(5)</sup>     | 18.5% | 15.0% | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 10.3% | 0.0%  | 9.3%                   |
| CEU <sup>(6)</sup>     | 37.0% | 15.0% | 8.4%  | 13.0% | 6.2%  | 11.5% | -6.6% | 7.2%  | 10.3% | 0.0%  | 10.2%                  |
| UVSC                   | 12.9% | 23.0% | 13.3% | 1.4%  | 10.6% | 9.7%  | 10.8% | 6.4%  | 9.3%  | 0.0%  | 9.7%                   |
| SLCC                   | 24.8% | 8.2%  | 11.0% | 10.5% | 18.7% | 6.1%  | 11.8% | 5.4%  | 10.0% | 6.5%  | 11.3%                  |
| Average <sup>(1)</sup> | 14.4% | 13.6% | 12.5% | 9.4%  | 7.8%  | 10.1% | 9.0%  | 7.3%  | 9.5%  | 2.7%  | 9.6%                   |

**Notes:**

*(1) Simple averages*

*(2) USU 2008-09 Plan Increase is an average of the two plans highest changes (-1.1% and 2.3%)*

*(3) Beginning 2005-06, WSU increase is an average between 2 plans*

*(4) SNOW 2008-09 Increase reflects only the PEHP Summit and Advantage Care rate - Preferred Care increase 24%*

*(5) DSC 2008-09 Increase reflects only the PEHP Advantage rate - Preferred Care increase 24.7%*

*(6) CEU 2008-09 Increase reflects only the PEHP Summit rate - Preferred Care increase 22%*

Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | Blue Cross Blue Shield (BCBS)                                                    |                                                         |                                                                                  | UofU Value Care (BCBS)                                                           |                                                         |                                                                                  | University of Utah Health Plan                                                   |                                                         |                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|
|                                           | Basic                                                                            | Comprehensive                                           | Advantage                                                                        | Basic                                                                            | Comprehensive                                           | Advantage                                                                        | Basic                                                                            | Comprehensive                                           | Advantage                                                                        |
| 2008-09 Total Premium Increase (Percent)  | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             |
| <b>Annual Premium Cost to Institution</b> |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          |
| Employee + 1 dependent                    | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          |
| Family                                    | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         |
| <b>Annual Premium Cost to Employee</b>    |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | \$356                                                                            | \$614                                                   | \$756                                                                            | \$170                                                                            | \$428                                                   | \$570                                                                            | \$101                                                                            | \$359                                                   | \$501                                                                            |
| Employee + 1 dependent                    | \$601                                                                            | \$1,037                                                 | \$1,277                                                                          | \$287                                                                            | \$723                                                   | \$963                                                                            | \$171                                                                            | \$607                                                   | \$847                                                                            |
| Family                                    | \$808                                                                            | \$1,393                                                 | \$1,715                                                                          | \$385                                                                            | \$971                                                   | \$1,293                                                                          | \$230                                                                            | \$815                                                   | \$1,137                                                                          |
| <b>Employee Premium % Share</b>           |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| Employee + 1 dependent                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| Family                                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| <b>Key Coverage Provisions</b>            |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Yearly Out of Pocket Max Individual       | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC |
| Family                                    | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  |
| Hospitalization (1st day) Deductible      | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   |
| Co-pay                                    | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              |
| Coverage after deductible/co-pay          | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              |
| Emergency Room Deductible                 | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              |
| Co-pay                                    | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       |
| Coverage after deductible/co-pay          | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       |
| Office Visit Co-pay                       | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            |
| <b>Prescription Benefits</b>              |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Generic                                   | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 |
| Brand Name - Preferred                    | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 |
| Brand Name - Non -Preferred               | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 |

Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | Regence BCBS - "White Plan"<br>(Premiums Based on Salary Levels) |                                             |                                             |                                             | USU<br>Regence BCBS - "Blue Plan"<br>(Premiums Based on Salary Levels) |                                           |                                           |                                           | Utah State University -<br>HDHP Plan BCBS     |
|-------------------------------------------|------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|-----------------------------------------------|
|                                           | Salary <\$24,265                                                 | Salary \$24,266 - \$36,925                  | Salary \$36,926- \$56,970                   | Salary >\$56,971                            | Salary <\$24,265                                                       | Salary \$24,266 - \$36,925                | Salary \$36,926- \$56,970                 | Salary >\$56,971                          |                                               |
| 2008-09 Total Premium Increase (Percent)  | -0.1% to -1.1%                                                   |                                             |                                             |                                             | 1.7% to 2.3%                                                           |                                           |                                           |                                           | New Plan                                      |
| <b>Annual Premium Cost to Institution</b> |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | \$3,838                                                          | \$3,838                                     | \$3,838                                     | \$3,838                                     | \$3,838                                                                | \$3,838                                   | \$3,838                                   | \$3,838                                   | \$3,838                                       |
| Employee + 1 dependent                    | \$8,665                                                          | \$8,665                                     | \$8,665                                     | \$8,665                                     | \$8,665                                                                | \$8,665                                   | \$8,665                                   | \$8,665                                   | \$8,665                                       |
| Family                                    | \$12,504                                                         | \$12,504                                    | \$12,504                                    | \$12,504                                    | \$12,504                                                               | \$12,504                                  | \$12,504                                  | \$12,504                                  | \$12,504                                      |
| <b>Annual Premium Cost to Employee</b>    |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | \$128                                                            | \$162                                       | \$204                                       | \$257                                       | \$383                                                                  | \$483                                     | \$608                                     | \$766                                     | \$0                                           |
| Employee + 1 dependent                    | \$290                                                            | \$365                                       | \$460                                       | \$580                                       | \$865                                                                  | \$1,089                                   | \$1,373                                   | \$1,729                                   | \$0                                           |
| Family                                    | \$418                                                            | \$527                                       | \$664                                       | \$837                                       | \$1,248                                                                | \$1,572                                   | \$1,981                                   | \$2,496                                   | \$0                                           |
| <b>Employee Premium % Share</b>           |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| Employee + 1 dependent                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| Family                                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| <b>Key Coverage Provisions</b>            |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| <i>Yearly Out of Pocket Max</i>           |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Individual                                | \$3,750                                                          | \$3,750                                     | \$3,750                                     | \$3,750                                     | \$2,750                                                                | \$2,750                                   | \$2,750                                   | \$2,750                                   | \$5,000                                       |
| Family                                    | \$7,500                                                          | \$7,500                                     | \$7,500                                     | \$7,500                                     | \$5,500                                                                | \$5,500                                   | \$5,500                                   | \$5,500                                   | \$10,000                                      |
| <i>Hospitalization (1st day)</i>          |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Deductible                                | \$750 per individual/<br>\$1,500 per family                      | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$250 per individual/<br>\$500 per family                              | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$1,500 per individual/<br>\$3,000 per family |
| Co-pay                                    | \$250                                                            | \$250                                       | \$250                                       | \$250                                       | \$200                                                                  | \$200                                     | \$200                                     | \$200                                     | \$0                                           |
| Coverage after deductible/co-pay          | 70%                                                              | 70%                                         | 70%                                         | 70%                                         | 80%                                                                    | 80%                                       | 80%                                       | 80%                                       | 80%                                           |
| <i>Emergency Room</i>                     |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Deductible                                | \$750 per individual/<br>\$1,500 per family                      | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$250 per individual/<br>\$500 per family                              | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$1,500 per individual/<br>\$3,000 per family |
| Co-pay                                    | \$250                                                            | \$250                                       | \$250                                       | \$250                                       | \$200                                                                  | \$200                                     | \$200                                     | \$200                                     | \$0                                           |
| Coverage after deductible/co-pay          | 100%                                                             | 100%                                        | 100%                                        | 100%                                        | 100%                                                                   | 100%                                      | 100%                                      | 100%                                      | 80%                                           |
| <i>Office Visit Co-pay</i>                | \$35                                                             | \$35                                        | \$35                                        | \$35                                        | \$30                                                                   | \$30                                      | \$30                                      | \$30                                      | \$0                                           |
| <b>Prescription Benefits</b>              |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Generic                                   | \$5                                                              | \$5                                         | \$5                                         | \$5                                         | \$5                                                                    | \$5                                       | \$5                                       | \$5                                       | After ded satisfied, plan pays 80%            |
| Brand Name - Preferred                    | 35%                                                              | 35%                                         | 35%                                         | 35%                                         | 35%                                                                    | 35%                                       | 35%                                       | 35%                                       | After ded satisfied, plan pays 80%            |
| Brand Name - Non -Preferred               | 50%                                                              | 50%                                         | 50%                                         | 50%                                         | 50%                                                                    | 50%                                       | 50%                                       | 50%                                       | After ded satisfied, plan pays 80%            |

Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | WSU            |          | SUU          | Snow                               |                       |                       | DSC                                |           | CEU                                        |                                            | UVSC     | SLCC     |
|-------------------------------------------|----------------|----------|--------------|------------------------------------|-----------------------|-----------------------|------------------------------------|-----------|--------------------------------------------|--------------------------------------------|----------|----------|
|                                           | EMIA           | Altius   | BCBS         | PEHP<br>State Employee Health Plan |                       |                       | PEHP<br>State Employee Health Plan |           | PEHP<br>State Employee Health Plan         |                                            | EMIA     | BCBS     |
|                                           |                |          |              | Preferred                          | Advantage             | Summit                | Advantage                          | Preferred | Preferred                                  | Summit                                     |          |          |
| 2008-09 Total Premium Increase (Percent)  | 1.8%           | 9.5%     | 5.1%         | 24.0%                              | 0.0%                  | 0.0%                  | 0.0%                               | 24.7%     | 22.0%                                      | 0.0%                                       | 0.0%     | 6.5%     |
| <b>Annual Premium Cost to Institution</b> |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | \$3,913        | \$3,761  | \$3,793      | \$4,460                            | \$4,389               | \$4,389               | \$4,460                            | \$4,460   | \$4,460                                    | \$4,563                                    | \$4,257  | \$4,966  |
| Employee + 1 dependent                    | \$9,077        | \$8,725  | \$8,572      | \$9,196                            | \$9,058               | \$9,058               | \$9,196                            | \$9,196   | \$9,196                                    | \$9,409                                    | \$9,834  | \$11,213 |
| Family                                    | \$13,115       | \$12,606 | \$12,326     | \$12,277                           | \$12,081              | \$12,081              | \$12,276                           | \$12,276  | \$12,277                                   | \$12,561                                   | \$14,203 | \$15,642 |
| <b>Annual Premium Cost to Employee</b>    |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | \$288          | \$288    | \$286        | \$1,642                            | \$175                 | \$175                 | \$91                               | \$1,642   | \$1,642                                    | \$0                                        | \$54     | \$96     |
| Employee + 1 dependent                    | \$668          | \$668    | \$645        | \$3,386                            | \$351                 | \$351                 | \$188                              | \$3,386   | \$3,386                                    | \$0                                        | \$126    | \$192    |
| Family                                    | \$965          | \$965    | \$928        | \$4,520                            | \$480                 | \$480                 | \$251                              | \$4,521   | \$4,520                                    | \$0                                        | \$182    | \$312    |
| <b>Employee Premium % Share</b>           |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| Employee + 1 dependent                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| Family                                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| <b>Key Coverage Provisions</b>            |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Yearly Out of Pocket Max                  |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Individual                                | \$1,200        | \$1,200  | \$1,000      | \$2,000                            | \$2,000               | \$2,000               | \$2,000                            | \$2,000   | \$2,000                                    | \$2,000                                    | \$1,500  | \$1,500  |
| Family                                    | \$2,400        | \$2,400  | \$2,000      | \$4,000                            | \$4,000               | \$4,000               | \$4,000                            | \$4,000   | \$4,000                                    | \$4,000                                    | \$3,000  | \$3,000  |
| Hospitalization (1st day)                 |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Deductible                                | \$400          | \$400    | \$150        | \$250/\$500                        | \$250/\$500           | \$250/\$500           |                                    |           | \$250 per Individual /<br>\$500 per Family | \$250 per Individual /<br>\$500 per Family | \$50     | \$0      |
| Co-pay                                    | \$30           | \$30     | 20%          | 15%                                | 10%                   | 10%                   | \$150                              | \$250     | 15%                                        | 10%                                        | 10%      | \$175    |
| Coverage after deductible/co-pay          | 95%            | 95%      | 80%          | 85%                                | 90%                   | 90%                   | 90%                                | 85%       | 85%                                        | 90%/Inpatient<br>95%/Outpatient            | 90%      | 80%      |
| Emergency Room                            |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Deductible                                | \$400          | \$400    | \$0          | \$0                                | \$0                   | \$0                   |                                    |           | \$0                                        | \$0                                        |          |          |
| Co-pay                                    | \$100          | \$100    | \$100        | \$75                               | \$75                  | \$75                  | \$100                              | \$100     | \$75                                       | \$75                                       | \$150    | \$150    |
| Coverage after deductible/co-pay          | 100%           | 100%     | 100%         | 100%                               | 100%                  | 100%                  | 100%                               | 100%      | 100%                                       | 100%                                       | 100%     | 100%     |
| Office Visit Co-pay                       | 20             | 20       | \$20 or \$30 | \$25                               | \$20                  | \$20                  | \$20                               | \$25      | \$20 or \$25                               | \$20 or \$25                               | \$20     | \$20     |
| <b>Prescription Benefits</b>              |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Generic                                   | 20% (\$5 min)  | \$5      | \$5          | 25%, \$5 Min                       | \$4                   | \$4                   | \$4                                | 25%       | 25% (\$5 min, \$75 max)                    | \$4                                        | \$4      | \$7      |
| Brand Name - Preferred                    | 25% (\$10 min) | \$15     | \$30         | 30%, \$5 Min                       | 20% \$10 min/\$40 max | 20% \$10 min/\$40 max | 20%                                | 30%       | 30% (\$5 min, \$75 max)                    | 80% (\$10 min, \$40 max)                   | 30%      | \$30     |
| Brand Name - Non -Preferred               | 35% (\$20 min) | \$35     | 50%          | 50%, \$5 Min                       | 35% \$30 min/ no max  | 35% \$30 min/ no max  | 35%                                | 50%       | 50% (\$5 min)                              | 35% (\$30 min)                             | 50%      | \$55     |



**Table 3**  
**USHE Health Insurance Costs and Coverage**  
**Coverage Provision Changes Effective 7/1/08**

| <u>Category Changes</u>                                                                                                                                                  | <u>SUU</u> | <u>Snow</u> | <u>DSC</u> | <u>CEU</u> | <u>UVSC</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|------------|------------|-------------|
| <b>Prescriptions/Pharmacy</b>                                                                                                                                            |            |             |            |            |             |
| <b>Deductible</b>                                                                                                                                                        |            |             |            |            |             |
| <b>Generic</b>                                                                                                                                                           |            |             |            |            |             |
| SNOW - All plans Generic required                                                                                                                                        |            | ✓           |            |            |             |
| DSC- PEHP Advantage Generic changed from 25% to \$4                                                                                                                      |            |             | ✓          |            |             |
| CEU - PEHP Preferred added \$75 max                                                                                                                                      |            |             |            | ✓          |             |
| CEU - PEHP Summit Prior cost was a flat \$5                                                                                                                              |            |             |            | ✓          |             |
| UVU- Generic changed from 20% to \$4                                                                                                                                     |            |             |            |            | ✓           |
| <b>Brand Name - Preferred</b>                                                                                                                                            |            |             |            |            |             |
| SNOW- If brand name is selected when generic is available, member pays cost plus difference to name brand                                                                |            | ✓           |            |            |             |
| DSC- PEHP Advantage changed from 30% to 20%                                                                                                                              |            |             | ✓          |            |             |
| CEU - PEHP Preferred added \$75 max                                                                                                                                      |            |             |            | ✓          |             |
| CEU - PEHP Summit Prior cost was a flat \$15                                                                                                                             |            |             |            | ✓          |             |
| <b>Brand Name - Non -Preferred</b>                                                                                                                                       |            |             |            |            |             |
| CEU - PEHP Summit Prior cost was a flat \$35                                                                                                                             |            |             |            | ✓          |             |
| DSC- PEHP Advantage changed from 50% to 30%                                                                                                                              |            |             | ✓          |            |             |
| <b>Other Changes</b>                                                                                                                                                     |            |             |            |            |             |
| SUU - Home Health Care/Home Infusion Cover in and out of network at 80% of EME                                                                                           | ✓          |             |            |            |             |
| SUU- Durable Medical Supplies/Equipment Cover at 80% of EME                                                                                                              | ✓          |             |            |            |             |
| SUU - Diagnostic Lab / Xray -Cover out-patient at 100%                                                                                                                   | ✓          |             |            |            |             |
| CEU - On PEHP Summit Care, the plan has gone "in house" moving from Altius directly to PEHP and the Pharmacy                                                             |            |             |            | ✓          |             |
| Benefit provider chaged from Caremark to Medco Health                                                                                                                    |            |             |            |            | ✓           |
| UVU- Preventative Exam covered 100% (physical, gynecological, & family history exams - 1 visit per year - and well baby exams.                                           |            |             |            |            | ✓           |
| UVU- Out-of-network preauthorization patient penalty changed from 50% reduction in benefits to 50% reduction in benefit, limited to \$2,000 penalty per person per year. |            |             |            |            | ✓           |
| UVU - Added coverage for osteoporosis screening, cochlear implants, non-oral forms of contraceptives, reduction mammoplasty, and B12 shots.                              |            |             |            |            | ✓           |
| UVU - Reduced EAP visits per incident from 10 to 5.                                                                                                                      |            |             |            |            | ✓           |
| <b>Notes</b>                                                                                                                                                             |            |             |            |            |             |
| New Plan added to USU in 2008-09                                                                                                                                         |            |             |            |            |             |
| No Changes to UU, WSU or SLCC Plans                                                                                                                                      |            |             |            |            |             |

Table 4

**USHE Dental Insurance Providers and Premiums**

2008-09

|                                                        | UU    | USU   | WSU   | SUU     | SNOW          | DSC   | CEU   | UVSC    | SLCC    |
|--------------------------------------------------------|-------|-------|-------|---------|---------------|-------|-------|---------|---------|
| <i>Insurance Provider/Third Party Administrator</i>    | BCBS  | BCBS  | EMIA  | BCBS    | Dental Select | PEHP  | EMIA  | EMIA    | BCBS    |
| <i>2008-09 Total Premium Increase (Percent)</i>        | 0.0%  | 0.0%  | 0.0%  | 5.5%    | 0.0%          | 0.0%  | 3.0%  | 0.0%    | 0.0%    |
| <i>Annual Premium Cost to Institution per Employee</i> |       |       |       |         |               |       |       |         |         |
| Single                                                 | \$196 | \$302 | \$242 | \$329   | \$331         | \$526 | \$267 | \$631   | \$364   |
| Employee + 1 dependent                                 | \$450 | \$526 | \$429 | \$577   | \$649         | \$669 | \$474 | \$807   | \$646   |
| Family                                                 | \$710 | \$954 | \$793 | \$1,100 | \$977         | \$969 | \$876 | \$1,174 | \$1,159 |
| <i>Annual Premium Cost to Employee</i>                 |       |       |       |         |               |       |       |         |         |
| Single                                                 | \$121 | \$125 | \$60  | \$82    | \$0           | \$28  | \$57  | \$158   | \$54    |
| Employee + 1 dependent                                 | \$277 | \$218 | \$107 | \$144   | \$0           | \$35  | \$101 | \$202   | \$90    |
| Family                                                 | \$437 | \$396 | \$198 | \$275   | \$0           | \$51  | \$188 | \$294   | \$143   |

Table 1

**SUMMARY OF UCAT HEALTH INSURANCE INCREASES**

Since 2001-02

|                        | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|
| BATC <sup>(2)</sup>    | 14.4% | 12.6% | 0.0%  | 13.3% |       |       | 7.8%  |       | 9.6%                   |
| DATC                   | 17.0% | 12.0% | 7.8%  | 5.4%  | 10.6% | 6.7%  | 10.3% | 0.0%  | 8.7%                   |
| DXATC <sup>(3)</sup>   | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 10.3% | 0.0%  | 7.4%                   |
| MATC <sup>(4)</sup>    | n/a   | n/a   | n/a   | n/a   | 11.9% | 8.6%  | 7.7%  | 4.7%  | 8.2%                   |
| OWATC                  | 13.0% | 0.7%  | 7.4%  | 11.5% | 20.0% | 8.1%  | 6.0%  | 3.0%  | 8.7%                   |
| SLTATC                 | 18.3% | 12.0% | 8.5%  | 5.0%  | 12.0% | 7.2%  | 10.3% | 0.0%  | 9.2%                   |
| SWATC                  | 7.5%  | 13.0% | 10.3% | 7.0%  | 10.0% | 2.2%  | 6.3%  | 6.1%  | 7.8%                   |
| UBATC                  | 12.0% | 12.0% | 8.5%  | 5.5%  | 11.8% | 7.2%  | 10.3% | 0.0%  | 8.4%                   |
| Average <sup>(1)</sup> | 12.8% | 10.4% | 5.1%  | 9.5%  | 10.5% | 6.8%  | 8.6%  | 2.0%  |                        |

*(1) Simple averages**(2) BATC 2005-06 & 2006-07 Rate increases not available at the time of printing**(3) DXATC is an average increase across the two plans for 2006-07. As of 2006-07 DXATC is on its own insurance plan**(4) Mountainland Applied Technology College has implemented its own plan for 04-05. Previously used UVSC's plan.**PEHP Rates are shown as the Advantage or Summit Care. The Preferred Plan experienced a 24% increase and is not reflected in the increases for institutions on PHEP Plans.*

Table 2  
UCAT Health Insurance Plans  
2008-09

|                                                        | <u>BATC</u> | <u>DATC</u>                   | <u>DXATC</u>                        | <u>MATC</u>                     | <u>OWATC</u>        |                     | <u>SLTATC</u>                     |                                          |                                                 | <u>SWATC</u> | <u>UBATC</u> |
|--------------------------------------------------------|-------------|-------------------------------|-------------------------------------|---------------------------------|---------------------|---------------------|-----------------------------------|------------------------------------------|-------------------------------------------------|--------------|--------------|
| <i>Insurance Provider</i>                              | EMIA        | PEHP                          | PHEP<br>Advantage                   | EMIA                            | PEHP<br>Summit Care | PHEP<br>Advantage   | PHEP<br>Preferred                 | PEHP<br>Summit Care                      | PHEP<br>Advantage                               | EMIA         | PEHP<br>WISE |
| <i>2008-09 Total Premium Increase (Percent)</i>        |             | 0.0%                          | 0.0%                                | 4.7%                            | 3.0%                | 3.0%                | 24.4%                             | 0.0%                                     | 0.0%                                            | 6.1%         | 0.0%         |
| <i>Annual Premium Cost to Institution per Employee</i> |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 |             | \$4,472                       | \$4,472                             | \$382                           | \$3,474             | \$3,877             | \$4,460                           | \$4,472                                  | \$4,472                                         | \$3,602      | \$4,472      |
| Employee + 1 dependent                                 |             | \$9,221                       | \$9,221                             | \$883                           | \$7,191             | \$8,026             | \$9,196                           | \$9,221                                  | \$9,221                                         | \$8,444      | \$9,221      |
| Family                                                 |             | \$12,310                      | \$12,310                            | \$1,275                         | \$9,728             | \$10,858            | \$12,277                          | \$12,310                                 | \$12,310                                        | \$12,198     | \$12,306     |
| <i>Annual Premium Cost to Employee per Employee</i>    |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 |             | \$91                          | \$91                                | \$0                             | \$344               | \$384               | \$1,642                           | \$91                                     | \$91                                            | \$290        | \$91         |
| Employee + 1 dependent                                 |             | \$188                         | \$188                               | \$0                             | \$711               | \$794               | \$3,386                           | \$188                                    | \$188                                           | \$764        | \$188        |
| Family                                                 |             | \$251                         | \$251                               | \$0                             | \$962               | \$1,074             | \$4,520                           | \$251                                    | \$251                                           | \$1,229      | \$251        |
| <i>Employee Premium % Share</i>                        |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 7%           | 2%           |
| Employee + 1 dependent                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 8%           | 2%           |
| Family                                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 9%           | 2%           |
| <i>Key Coverage Provisions</i>                         |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Yearly Out of Pocket Max                               |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Individual                                             | \$1,500     | \$2,000                       | \$2,000                             | \$1,000                         | \$2,000             | \$2,000             | \$2,000                           | \$2,000                                  | \$2,000                                         | \$2,000      | \$2,000      |
| Family                                                 | \$3,000     | \$4,000                       | \$4,000                             | \$2,000                         | \$4,000             | \$4,000             | \$4,000                           | \$4,000                                  | \$4,000                                         | \$4,000      | \$4,000      |
| Hospitalization (1st day)                              |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Deductible                                             | \$0         | \$250 / \$500                 | \$0                                 | 0                               | \$500/\$1000        | \$500/\$1000        | \$250/\$500                       | \$250/\$500                              | \$250/\$500                                     | \$100/\$300  | \$250/\$500  |
| Co-pay                                                 | \$150       | \$10                          | \$150                               | \$100 1st day,<br>\$75 days 2-4 | 20%                 | 20%                 | 15%                               | 10%                                      | 10%                                             | \$250        | 10%          |
| Coverage after deductible/co-pay                       | 100%        | 90%                           | 90%                                 | 100%                            | 80%                 | 80%                 | 85%                               | 90%                                      | 90%                                             | 100%         | 90%          |
| Emergency Room                                         |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Deductible                                             | \$0         | \$0                           | \$0                                 | \$0                             |                     |                     | \$250/\$500                       | \$250/\$500                              | \$250/\$500                                     | \$100/\$300  | \$0          |
| Co-pay                                                 | \$50        | 75/125 non-contracted         | \$75                                | \$100                           | \$75 per occurrence | \$75 per occurrence | \$75                              | \$75                                     | \$75                                            | 10%          | \$75         |
| Coverage after deductible/co-pay                       | 100%        | 100%                          | 100%                                | 100%                            | 80%                 | 80%                 | 80%                               | 90%                                      | 90%                                             | 90%          | 100%         |
| Office Visit Co-pay                                    | \$10        | PCP 20/Specialist 25          | \$20                                | \$20                            | \$20                | \$20                | \$25                              | \$20                                     | \$20                                            | \$25         | \$20         |
| <i>Prescription Benefits</i>                           |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Generic                                                | \$5         | \$4                           | 75% of discounted<br>cost: \$5 min. | 20%<br>(min \$7, max \$15)      | 20%                 | 20%                 | 75% covered with \$5<br>min copay | \$4 Copay                                | \$4 Copay                                       | 20%          | \$4          |
|                                                        | \$15        | 20% w/ \$10 min & \$40<br>max | 70% of discounted<br>cost: \$5 min. | 30%<br>(min \$14, max \$30)     | 25%                 | 25%                 | 70% covered with \$5<br>min copay | 80% covered, \$10 min<br>copay, \$40 Max | 80% covered, \$10<br>minimum copay, \$40<br>Max | 30%          | 20%          |
| Brand Name - Preferred                                 | Not Covered | 35% w/ \$30 min               | 50% of discounted<br>cost: \$5 min. | 30%<br>(min \$14, max \$30)     | 50%                 | 50%                 | 50% covered with \$5<br>min copay | 65% covered, \$30<br>minimum copay       | 65% covered, \$30<br>minimum copay              | 50%          | 35%          |
| Brand Name - Non-preferred                             |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |

Table 3

## UCAT Health Insurance Costs and Coverage

Coverage Provision Changes Effective July 1, 2008

| Category Changes                                                                                                                                                                                                                                                                                           | BATC | DATC | OWATC | SLTATC | UBATC |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|--------|-------|
| <b>Emergency Room</b>                                                                                                                                                                                                                                                                                      |      |      |       |        |       |
| <b>Co-pay</b>                                                                                                                                                                                                                                                                                              |      |      |       |        |       |
| OWATC - Co-pay was \$50 increased to \$75 per                                                                                                                                                                                                                                                              |      |      | ✓     |        |       |
| <b>Prescriptions/Pharmacy</b>                                                                                                                                                                                                                                                                              |      |      |       |        |       |
| <b>Generic</b>                                                                                                                                                                                                                                                                                             |      |      |       |        |       |
| DATC - 25% w/ \$5 min and \$75 max                                                                                                                                                                                                                                                                         |      | ✓    |       |        |       |
| OWATC - 20% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      | ✓     |        |       |
| SLTATC PEHP Advantage Member costs reduced from \$5 to \$4                                                                                                                                                                                                                                                 |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member costs reduced from \$5 to \$4                                                                                                                                                                                                                                                    |      |      |       | ✓      |       |
| UBATC - \$4 Copayment                                                                                                                                                                                                                                                                                      |      |      |       |        | ✓     |
| <b>Brand Name - Preferred</b>                                                                                                                                                                                                                                                                              |      |      |       |        |       |
| DATC - 30% w/ \$5 min and \$75 max                                                                                                                                                                                                                                                                         |      | ✓    |       |        |       |
| OWATC - 25% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      | ✓     |        |       |
| SLTATC PEHP Advantage Member costs reduced from 30% to 20%                                                                                                                                                                                                                                                 |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member portion changed from \$15 copay to 20%                                                                                                                                                                                                                                           |      |      |       | ✓      |       |
| UBATC - Member pays 20% of discounted cost up to a 30 day supply, \$30 minimum, no maximum                                                                                                                                                                                                                 |      |      |       |        | ✓     |
| <b>Brand Name - Non Preferred</b>                                                                                                                                                                                                                                                                          |      |      |       |        |       |
| DATC - 50% w/ \$5 min and no max                                                                                                                                                                                                                                                                           |      | ✓    |       |        |       |
| OWATC - 50% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      |       |        |       |
| SLTATC PEHP Advantage Member costs reduced from                                                                                                                                                                                                                                                            |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member portion changed from \$35 copay to 35%                                                                                                                                                                                                                                           |      |      |       | ✓      |       |
| UBATC - Member pays 35% of discounted cost up to a 30 day supply, \$30 minimum, no max                                                                                                                                                                                                                     |      |      |       |        | ✓     |
| <b>Other Changes</b>                                                                                                                                                                                                                                                                                       |      |      |       |        |       |
| OWATC - Effective July 1, 2008, the Summit Care Pharmacy benefits will be administered by Medco Health. Specialty medications will now be paid at the specialty drug benefit. The Summit Care pharmacy coinsurances will also change. The preferred drug list for the Summit Care plans is also different. |      |      |       |        |       |
|                                                                                                                                                                                                                                                                                                            |      |      | ✓     |        |       |

## Notes

No Changes Reported for DXATC, MATC, SWATC

Table 4

## UCAT Dental Insurance Providers, Premiums, and Enrollment

2008-09

| <i>Insurance Provider</i>                       | BATC | DATC                |                   |       | DXATC             | MATC    | OWATC | SLTATC              |         | SWATC | UBATC             |
|-------------------------------------------------|------|---------------------|-------------------|-------|-------------------|---------|-------|---------------------|---------|-------|-------------------|
|                                                 | EMIA | PEHP<br>Traditional | PEHP<br>Preferred | BCBS  | PEHP<br>Preferred | EMIA    | EMIA  | PEHP<br>Traditional | BCBS    | EMIA  | PEHP<br>Preferred |
| <i>2008-09 Total Premium Increase (Percent)</i> |      | 0.0%                | 0.0%              | 5.3%  | 0.0%              | 0.0%    | 0.0%  | 0.0%                | New     | 6.1%  | 0.0%              |
| <i>Annual Premium Cost to Institution</i>       |      |                     |                   |       |                   |         |       |                     |         |       |                   |
| Single                                          |      | \$526               | \$526             | \$505 | \$526             | \$588   | \$522 | \$0                 | \$0     | \$285 | \$526             |
| Employee + 1 dependent                          |      | \$669               | \$669             | \$669 | \$669             | \$748   | \$662 | \$0                 | \$0     | \$423 | \$669             |
| Family                                          |      | \$969               | \$969             | \$969 | \$969             | \$1,088 | \$964 | \$0                 | \$0     | \$705 | \$969             |
| <i>Annual Premium Cost to Employee</i>          |      |                     |                   |       |                   |         |       |                     |         |       |                   |
| Single                                          |      | \$168               | \$28              | \$0   | \$28              | \$0     | \$52  | \$694               | \$554   | \$0   | \$28              |
| Employee + 1 dependent                          |      | \$220               | \$35              | \$178 | \$35              | \$0     | \$65  | \$889               | \$704   | \$120 | \$35              |
| Family                                          |      | \$315               | \$51              | \$253 | \$51              | \$0     | \$95  | \$1,284             | \$1,020 | \$305 | \$51              |

NOTES:

USHE Finance, Facilities, and Accountability Committee

Report on Common Practices and Benchmarks in Health Benefits

June 2008

Common Practices and Benchmarks

I. Cost of Health Insurance

A. **Premium Increases** - The cost of job-based health insurance rose by 6.1% in 2007.

This is the fourth consecutive year that insurance premiums showed a declining rate of growth.

Increases for the previous seven years were 7.7% in 2006, 9.2% in 2005, 11.2% in 2004, 13.9% in 2003, 12.7% in 2002, 11% in 2001, and 8.3% in 2000.

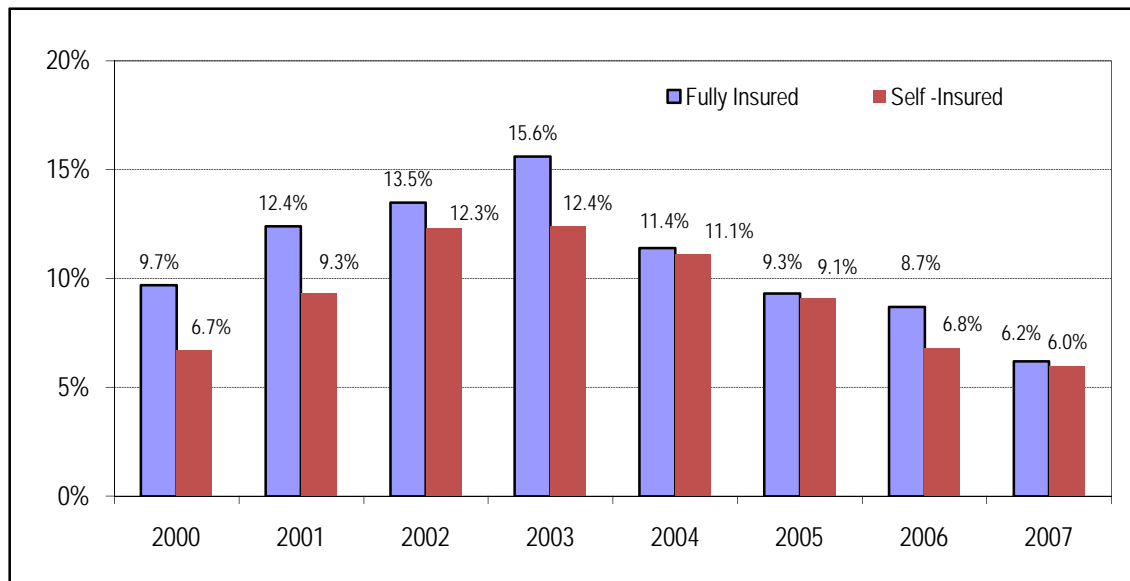
1. **Smaller Rate Increases Outpace Inflation and Wage Gains** - Despite the slowdown in rate increases, premium rate increases (6.1%) continue to exceed inflation (3.7%) and wage gains (2.6%).

2. **Comparable Premium Increases for Small and Large Firms** - Employees in small firms experienced comparable increases to employees of large firms in 2007 (5.5% vs. 6.4%).

3. **Wide Variation in Premium Increases for Workers and Firms** - 10% of covered workers experienced increases greater than 15% while 46% of covered workers experienced increases of less than or equal to 5%.

4. **Fully-insured vs. Self-insured** - Premium equivalents for self-funded plans (6.0%) rose at a lower rate than premiums for fully insured plans (6.2%).  
(See Figure 1)

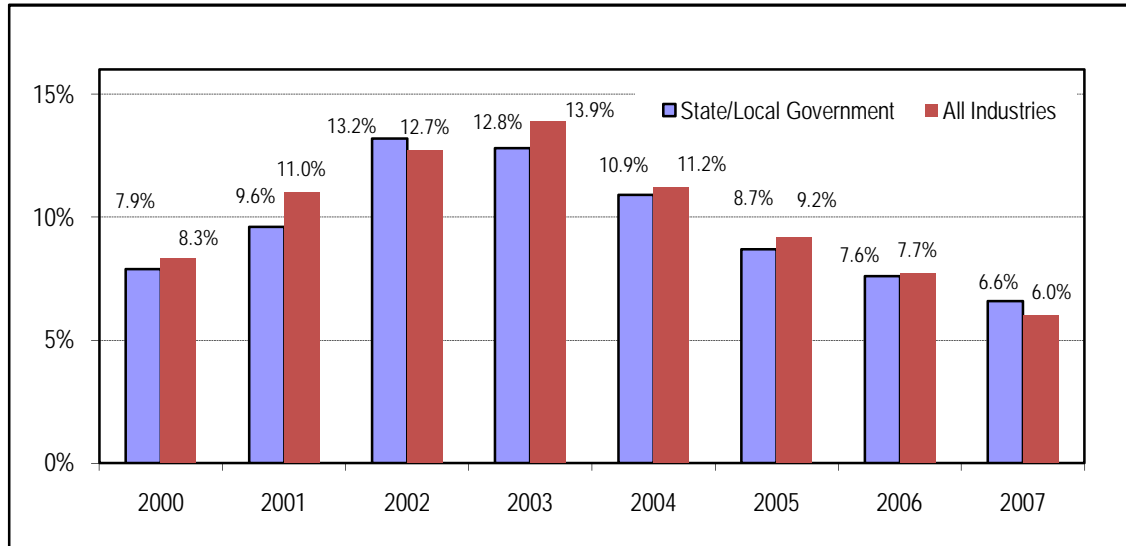
*Figure 1. Premium Increases for Fully-insured vs. Self-insured Firms*



Source: Kaiser and HRET, 2007

5. **State/Local Government Sector** - In 2007 premium increases for the State/Local Government were similar to the average premium increases for all industry sectors (See Figure 2).

**Figure 2. Premium Increases by Industry**



Source: Kaiser and HRET, 2007

**B. Annual Premium Costs of Single and Family Coverage** - Average annual premiums including employer and employee share equal \$4,479 for single coverage and \$12,106 for family coverage.

- 1. PPO Premiums** - Average annual premiums are \$4,638 for single and \$12,443 for family coverage.
- 2. HMO Premiums** - HMOs have the second lowest cost with annual premiums of \$4,299 for single coverage and \$11,879 for family coverage. HDHP/SO plans had the lowest annual premiums with \$3,869 for single coverage and \$10,693 for family coverage.
- 3. Regional Differences** - Cost of coverage in the South is now the lowest followed by the Midwest and Northeast for single coverage. The West has the highest rate for single coverage. The West however, has the second to lowest cost of coverage, behind the South.

## II. Health Insurance Choice

**A. Most Available Plan Option** - PPO coverage continues to be the most available plan option, with 79% of covered employees able to choose a PPO plan. HMO is the next available plan type with 42% of covered employees having this option. This is down from 43% in 2006.

**B. Multiple Plan Options** - The number of covered workers who can choose from multiple plans is 49%. Workers in the large firms are more likely to have more than one plan option (64%), while workers in the small firms are the least likely (21%).



### III. Market Shares of Health Plans

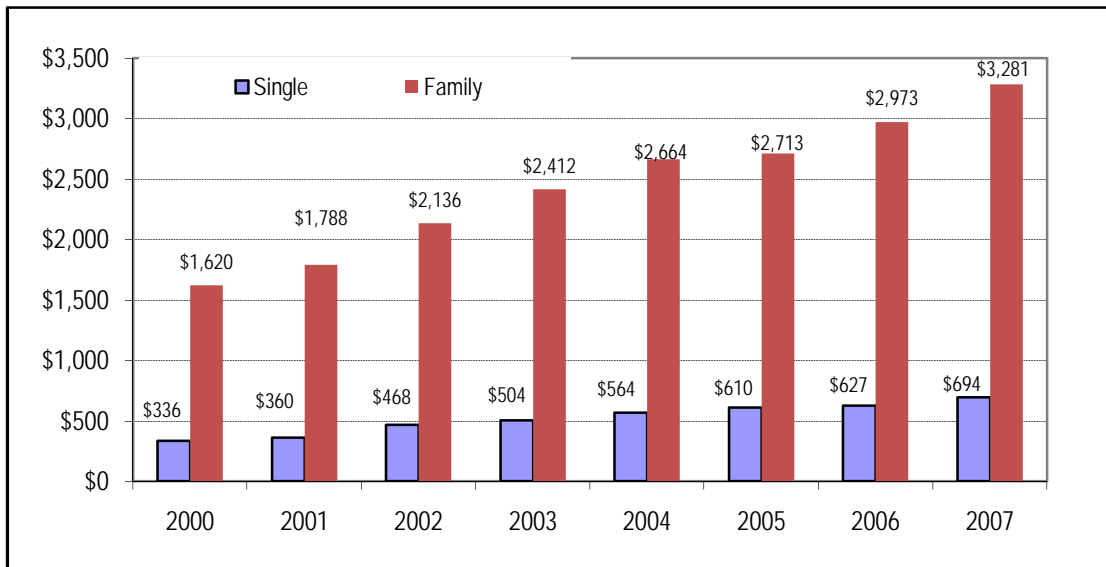
A. **PPO Enrollment** - More than half of covered workers (57%) enroll in PPO plans.

B. **HMO Enrollment** - Enrollment in HMO plans rose to 21% of total workers compared to 20% in 2006. The West Region continues to have a higher enrollment in HMO plans than other regions (29%).

### IV. Employee Contribution for Premiums

A. **Dollars Contributed** - The average monthly workers' contributions for single coverage is \$58 in 2007, while family coverage contributions is \$273. The annual average rates for single coverage and family coverage are \$694 and \$3,281, respectively (See Figure 3).

**Figure 3. Average Annual Employee Premium Contribution**



Source: Kaiser and HRET, 2007

B. **Employee Percentage Contributed** - 3 different sources (see Table 1)

1. **Kaiser and HRET:** Workers continued to pay about 16% for single coverage and 28% for family coverage (See Figure 4).

a) **Employers Fully Covering Premiums** - Twenty percent of covered workers have the full cost of single premiums paid by their employer compared with six percent who have the full cost of family premiums covered by the employer.

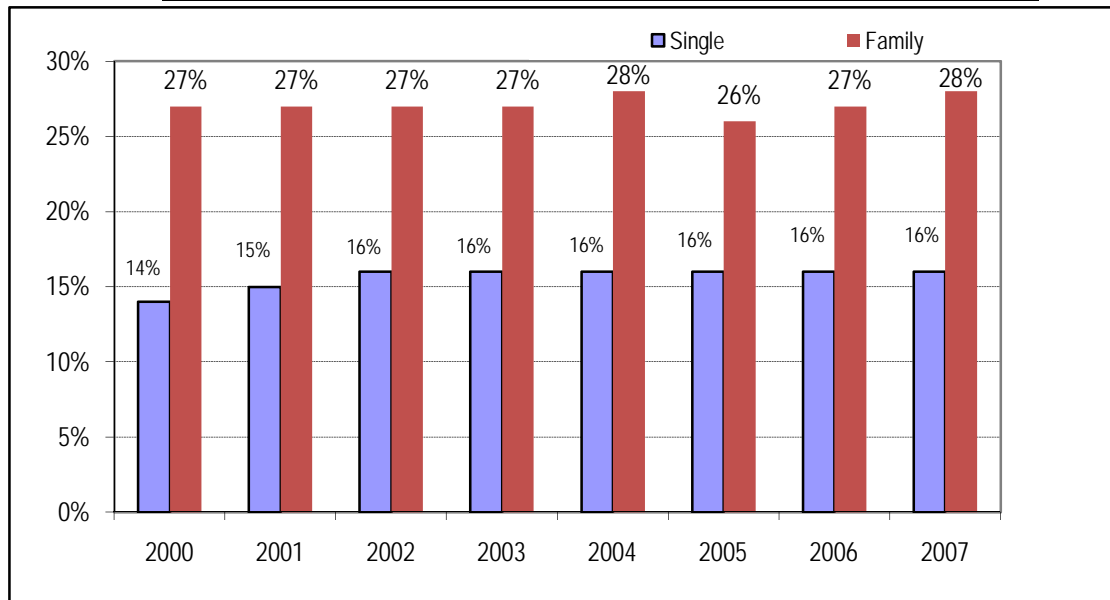
2. **2005 Medical Expenditure Panel Survey** - Nationally, workers pay 24% of the premium for family coverage and 18% of the premium for single coverage. In Utah, workers pay 25% of the premium for family coverage and 22% for single coverage.

3. U.S. Department of Labor - Employee contributions toward the premium for single coverage were 18% and 30% for family coverage.

**Table 1. Employee Premium Contribution**

| Survey               | Employee Share of Premium |        |        |        |
|----------------------|---------------------------|--------|--------|--------|
|                      | US                        |        | Utah   |        |
|                      | Single                    | Family | Single | Family |
| Kaiser/HRET, 2007    | 16.0%                     | 28.0%  |        |        |
| MEP Survey, 2005     | 18.0%                     | 24.0%  | 22.0%  | 25.0%  |
| Dept. of Labor, 2007 | 20.0%                     | 32.0%  |        |        |

**Figure 4. Percentage of Employee Contribution to Premium**



Source: Kaiser and HRET, 2007

## V. Employee Cost Sharing

**A. Deductibles** - 2007 Annual deductibles in PPO plans - the most common plan type - remained relatively constant. Average deductibles for single PPO Coverage are \$461 for preferred providers and \$621 for family coverage with a separate per person deductible.

**B. Coinsurance** -The vast majority of covered workers (79%) in HMOs, PPOs, POSs face a fixed-dollar co-payment rather than a percentage coinsurance (12%) when they visit a physician.

**C. Co-payments**- Among covered workers with co-payments, 59% pay a co-payment for in-network services of \$15 or \$20 per visit.

**VI. High Deductible Health Plans and Savings Account Options**

**A. Availability of HDHP Options** - Ten percent of firms now offer HDHP plans, up from 7% in 2006, but the difference is not statistically significant. The number of firms offering the HDHP plan appears likely to grow over the next year.

**VII. Prescription Drug Benefits**

**A. Prescription Benefit Coverage** - Ninety-eight percent of covered workers in employee sponsored health plans have a prescription benefit. Of these 91% participate in a tiered cost sharing formula.

**B. Three or Four-tier Cost-Sharing Arrangements Increasing** - The use of tiered cost sharing arrangements to encourage the use of generic drugs and preferred brand name drugs has increased over the past year growing from 55% of covered workers in 2002 to 63% in 2003, 68% in 2004, 74% in 2005 and 2006, and 75% in 2007.

**C. Pharmaceutical Co-payments** - The average drug co-payments for generic (\$11), preferred (\$25) and non-preferred (\$43) drugs increased slightly over the last year. Average co-payment for a four-tier drug is \$71.

**D. Pharmaceutical Coinsurance** - Cost-sharing for workers with coinsurance averages 21% for generic, 26% for preferred and 40% for non-preferred drugs and 36% for four-tier drugs.

**VIII. Plan Funding**

**A. Level of Self-Funding** - Similar to 2005 and 2006, 55% of covered employees are in a plan that is completely or partially self-insured in 2007. This has remained relatively stable over the last few years.

**B. Related to Size of Firm** - The amount of covered workers in self-funded plans varies dramatically by size of firm. Twelve percent of covered workers in small firms (3 to 199 workers) are in self-insured plans compared to 53% of workers in mid-size firms (200 to 999 workers), 76% in large firms (1,000 - 4,999 workers) and 86% of workers in jumbo firms (5000+ workers).

**C. Coverage of Self Insured Plans** - Firms that self-insure are least likely to cover workers in HMO plans (34%) and most likely to cover workers in PPO plans (65%)

## Sources

- Kaiser Family Foundation and Health Research and Educational Trust (HRET). 2007. *Employer Health Benefits: 2007 Annual Survey*. Found at <http://www.kff.org/insurance/7672/upload/76723.pdf>, June 2, 2008.

A national survey of 400 questions to 3,078 employers categorized by industry, size of firm, and region.  
*Note: All data comes from this report unless otherwise referenced.*

- Agency for Healthcare Research and Quality, Center for Cost and Financing Studies. 2005. 2005 *Medical Expenditure Panel Survey (MEPS) - Insurance Component*. Accessed through the Kaiser Family Foundation "State Health Facts Online" website, found at <http://www.statehealthfacts.org/profileind.jsp?cat=5&sub=67&rgn=46> June 2, 2008.

The Medical Expenditure Panel Survey - Insurance Component is an annual survey of establishments that collects information about employer-sponsored health insurance offerings in the United States.

- U.S. Department of Labor, Bureau of Labor Statistics. 2007. *National Compensation Survey: Employee Benefits in Private Industry in the United States, March 2007*. Found at <http://www.bls.gov/ncs/ebs/sp/ebsm0006.pdf> June 2, 2008.

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Scope Definitions and Schedule for Campus IT Audits (Year Two)

Issue

The USHE Security Assessment Team audits systems and networks at USHE institutions to identify IT implementations and practices which may present risk to the institution.

Background

Last year the USHE Security Assessment Team provided an overall assessment of the IT practices at USHE institutions. The Team identified sources and data stores where critical or sensitive data was being stored and identified how that data was being handled. The assessment consisted of interviews with key IT personnel, a review of documentation, vulnerability scans of network devices and services, and limited but targeted penetration testing. Each institution was presented with a list of recommendations for improvement.

The proposed assessment for the upcoming year will determine if the institutions are making changes to areas according to recommendations, identify where no significant improvements have been made, and conduct a more in depth assessment at each institution to further identify IT security risks.

Commissioner's Recommendation

This report is for information only. No action is needed.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/HRE  
Attachments

# Scope Definitions for the Assessment

The USHE Assessment team will be performing a security assessment within the following scope.

The USHE Assessment Team will perform various tasks assessing the vulnerability of the institution in a number of different areas. These tasks include:

## **Utah State Board of Regents Policy R345 Compliance**

This task is to determine the compliance of the institution with the Utah SBR R345 and the various aspects of Network and Institutional security.

## **Social Engineering**

This task's scope is limited to gatekeeper personnel. Within the scope of this task, gatekeeper personnel are those who are directly involved with facilitating, coordinating and providing availability and access to privileged information within the institution to include; the IT Help Desk, IT Management and ISO as well as other key, non-gatekeeper personnel as appropriate. (This task does not address potential Social Engineering of general student, faculty or staff personnel.)

## **Physical Security**

Physical access trumps any network security tools/policies/procedures designed to protect assets. A thorough physical assessment is not possible with the time and resources allotted.

## **Acceptable Use Policy**

In this task we will review all AUPs, the frequency it's reviewed, and elements contain in the policy.

## **Organization of the ISO or equivalent group**

This task is to determine the organization and effectiveness of the ISO for the institution. This Task's scope is limited to if the ISO is an entity on campus, if it has the right reporting structure, and has the authority to effect security change, monitoring, auditing, policy and procedures.

## **Background and qualifications of the Security Group**

This task is to understand the Background and Disclosure policy of the ISO. We want to make sure that the ISO is staffed with competent and ethical people. In this task we will determine the training levels and ethics of the ISO. Often the ISO is the incident handlers of sensitive issues, and being bound to an NDA is the best method to ensure that protection.

## **Additional Outside Regulatory Requirements**

This task is to raise awareness within the institution that they may be subject to many additional regulatory requirements outside of the scope of R345 and to assess the preparedness of the institution to determine their compliance with the applicable regulations.

## **Network Security Awareness**

This task will review the institutions security awareness program, which may include any policies related to IS, training programs available to all network users, and overall culture.

## **Incident Handling and Alerting**

This task is to determine if an effective practice exists for dealing with the **misuse of computer systems and networks**, including; intrusions, malicious code infection, cyber-theft, denial-of-service and other security related events. This task's scope is limited to the **preparation, identification, containment, eradication and recovery** elements involving; intrusions, malicious code infections, cyber-theft and

denial-of-service "incidents" only.

### **Phishing Attacks**

Phishing style attacks generally fall under the Social Engineering component of this assessment. This task is to focus specifically on the effectiveness of security education and understanding by faculty and staff of the institution.

### **Account De-provisioning issues**

The policy, procedure, and logging of this process is what we will assess. This is an awareness issue due to the fact that we cannot comprehensively audit every provision/de-provision process on campus.

### **Google Hacking**

This task is to determine the accessibility of sensitive information from public/internet-facing and private/internal web sites and web applications. This task's scope is limited to the public/internet-facing main website and links to other web sites and web applications within the institution.

### **Emergency Notification System Status**

This task is to raise awareness within the institution of the need for an appropriately scaled Emergency Management Plan (EMP) and Emergency Notification System (ENS).

### **Disaster Recovery Plan and Procedures**

The task is to review the disaster recovery plan, which includes backup of critical systems.

### **Wireless Networking**

This task is designed to bring awareness to an institution that while wireless networking may make network access easier and more efficient, it must be deployed with appropriate levels of consideration given to ensure that it does not defeat or bypass other security mechanisms.

### **VoIP Issues**

This task will aim to gain an understanding of the VoIP infrastructure to make sure proper VLANs, access control lists, encryption methods, quality of services (QoS), and other services provided by VoIP are implemented and administrated in a secure manner. As part of the VoIP services we will examine E911 implementation, web services enabled, and remote access (softphones).

### **WarDialing and Rogue Modem Detection**

This task will involve the use of POTS systems to find traditional entrance vectors into the organization. This task will be limited to the numbers provided in the RFI.

### **DNS Systems Assessment**

Assessing DNS will cover a few of the basics and allow for performing MIM attacks, and may aide in phishing schemas in Task #10. For this task, we would like to cover the basics, and expand as time permits.

### **Operating System Patch Levels**

This task will include the use of various tools to determine the overall patch-level of systems on the organization network. Particular attention will be paid to the systems and services running in the more sensitive parts of the network.

### **Infrastructure Assessments**

This task is to determine the specific adherence to best practices regarding Network Infrastructure for all communication types. This task's scope is limited to components and systems which make up the "Infrastructure" itself. **Infrastructure devices** include: routers, switches, firewalls, transport media, load balancers and proxies. This task's scope DOES NOT INCLUDE non-Infrastructure systems, rather, "those systems which rely wholly upon the "Infrastructure" itself for their network access and availability to user

populations. Infrastructure devices DO NOT INCLUDE: file services, email servers, print servers, printers.

### **WHOIS Assessment**

This task is very basic. It is to determine the current status of the ARIN, and EDUCAUSE databases concerning information for the institution. Also to cover basic information disclosure vulnerabilities. We will also determine how long the record has gone without being updated.

### **Application Firewall and Proxy Configuration Assessment**

### **Log Management**

### **Remote Access Management**

This task will review how remote access is used, administrated and reviewed for compliance.

### **Network Scanning and Enumeration**

The goal of this task is to use the information provided by the RFI to scan and enumerate the target network(s). This data is refined and passed to various other tasks such as the exploitation and brute force tasks. All tasks are done according to assessment pre-visit schedule.

### **Exploitation and Brute-Force**

These attacks are performed from and inside perspective and an outside perspective. **Any vulnerabilities or compromised discovered by the assessment team that are deemed extremely critical will be disclosed to the institution upon discovery.**

### **Firewall Rules Assessment**

### **SCADA Awareness and Assessment**

This task is to raise awareness within the institution of the pervasiveness of SCADA device controls particularly within the heating, ventilating, and air conditioning (HVAC) and power management industries and the need to secure such devices.

### **Encryption Standards Awareness**

This task will gain an understanding of the organizations encryption standards, and make recommendations regarding increasing the security of these standards.

### **Previous Assessment Followup**

In the prior year, the USHE team provided an assessment, and this task is to determine the changes and compliance to the recommendations made in the previous assessment.



# Assessment Schedule **FINAL**

## TEAM MEMBERSHIP:

The assessment team will consist of no fewer than 5 Members for each assessment. The members of the assessment team will be pulled from the overall group. The leadership of the assessments will be determined by the group at the end of the previous assessment. Excepting cases of large institutions, the assessment team will consist generally of 6-7 members for each assessment.

Team Membership as of May 8, 2008

**Troy Jessup - Utah Education Network**  
**Patrick Bergen - Utah Education Network**  
**Kelly Genessy - Utah Education Network**  
**Jason Tracy - Salt Lake Community College**  
**Corey Roach - University of Utah**  
**Matt Brace - Utah State Board of Regents**

## DEFINED ASSESSMENT SCHEDULE:

Institution and USHE Assessment Team Leader are defined below:

### **State Board of Regents - Troy Jessup**

**Onsite Visit - June 4-6**

**Remote Scanning Begins - May 28**

### **Dixie State College - Kelly Genessy**

**Onsite Visit - July 9-11**

**Remote Scanning Begins - July 7**

### **Southern Utah University - Jason Tracy**

**Onsite Visit - August 13-15**

**Remote Scanning Begins - August 6**

### **Snow College**

#### **Snow College Richfield - Patrick Bergen**

**Onsite Visit - September 9-12**

**Remote Scanning Begins - September 2**

### **College of Eastern Utah - Corey Roach**

**Onsite Visit - October 8-10**

**Remote Scanning Begins - October 1**

### **Utah Valley University - ~~Matt Brace~~**

**Onsite Visit - November 5-7**

**Remote Scanning Begins - October 29**

## **Salt Lake Community College - Corey Roach + Matt Brace**

Onsite Visit - December 3-5

Remote Scanning Begins - November 26

## **University of Utah - Troy Jessup + Kelly Genessy**

Onsite Visit - January 19-23

Remote Scanning Begins - January 12

## **Weber State University - Jason Tracy**

Onsite Visit - February 18-20

Remote Scanning Begins - February 11

## **Utah State University - Patrick Bergen**

Onsite Visit - March 18-20

Remote Scanning Begins - March 11

July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE – Annual Research Grant Report

Issue

Regent policy R532-1, *Acceptance and Approval of Contracts and Grants*, requires that each institution present an annual report that includes summary totals by college or unit for the number and dollar amounts of all funded projects for the fiscal year July 1 through June 30. Annual reports for the participating institutions were not available at the time of printing and will be hand-carried to the meeting.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

---

David L. Buhler  
Interim Commissioner for Higher Education

DLB/MHS/KLH  
Attachments

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: DSC – Action of Regents' Executive Committee – Property Purchase

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on June 11, 2008. The Executive Committee approved a property purchase by Dixie State College. The property will be used as an institutional residence. Details of the purchase are contained in Attachment 1.

Commissioner's Recommendation

This is presented as information only.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports from Dixie State College and Southern Utah University--  
Information Item

Issue

As a follow-up item to the Board's Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report 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

Weber State University and Utah State University presented at the May meeting. This month we will have presentations from Dixie State College and Southern Utah University. We will then hear a presentation from each institution over the next few months about campus efforts to promote student persistence. Future presentations will be delivered to the Strategic Planning & Communications Committee according to the following schedule:

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.

---

David L. Buhler  
Interim Commissioner of Higher Education

Attachment

# Overview of Retention Activities at Southern Utah University

Over the past six years, Southern Utah University has aggressively addressed issues related to student retention. As a result of this effort, the university, on multiple levels, has undergone a transformation in order to better meet the needs of students to improve retention.

## Evidence of Retention

- SUU has observed a 10% increase in freshmen to sophomore retention since the fall semester, 2004
- Currently, the university is experiencing a significant increase in sophomore to junior retention for Fall 2008
- There has been a moderate increase in the number of students on first-time probation who return to, and continue in, good academic standing
- SUU has observed a significant increase in the retention of students with low admissions index scores: Prior to 2004, the preceding 10 year average indicated only 33% of students with index scores lower than 85 continued on to their second year. Since the creation of the "College Connections" bridge program, that number has risen to 55% in the 2006-2007 bridge cohort
- SUU has seen a significant increase in numbers of sophomores electing to live on campus

## Programs and Initiatives Linked to the Retention Effort

- Higher admissions standards
- New state-of-the-art residence halls
- Living and learning communities in university housing
- Addition of Ponderosa Terrace residence hall
- High student involvement in extra-curricular activities
- Emphasis on small faculty/student ratios
- Engaged faculty
- Improved scholarship packages
- Scholarship deferment program
- Increase in college academic advisors
- Creation of a transfer advising coordinator position
- Development of two year associate degree to aid in successful student transfer

- Centralized advising for undecided students
- Mandatory advising for all freshmen
- Bridge program for SUU's most academically "at-risk" students
- Academic early warning system for all freshmen
- Summer orientation program
- Parent orientation program
- Creation of freshman first-year cohorts
- Required first-year seminar course
- Free tutoring for math, science, business, computer science and foreign languages
- Student Progress program for students on academic probation
- Student Support Services (TRIO)
- Disability Services office
- Math supplemental instruction
- Developmental math programs housed along with tutoring services
- Increase in mental health counselors

### New Initiatives Underway for 2008-2009

- Implemented an extended orientation to campus during Welcome Week (August, 2008)
- Enrollment Deposit (implemented Fall 2008) provides improved means to meet course planning needs
- Improved student tracking mechanisms
- Construction of Phase II of Eccles Living Learning Complex
- Addition of Chartwells food service vendor

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' Scholarship Administrative Rule and Legislative Feedback on Scholarship Criteria—Information Item

Issue

On May 30, 2008, the Board adopted a new policy, R609 (Regents' Scholarship), in compliance with S.B. 180, which required the Board to adopt a policy implementing the statute by July 15, 2008. Subsequently, the Office of the Commissioner was informed by legislative staff of the Administrative Rules Committee that the Board was required to go through the administrative rule-making process because students awarded the scholarship will be able to use the funds at private Utah colleges and universities outside the Utah System of Higher Education. The Office of the Commissioner was also invited to appear before the Administrative Rules Committee on June 4, 2008, to respond to legislator concerns about the criteria being used by the Board to award the scholarship.

The Board needs to review and discuss the proposed administrative rule implementing the Regents' Scholarship and consider several issues that have arisen related to the scholarship criteria.

Background

The Regents' Scholarship was established with the singular purpose of providing a monetary incentive to students who complete the Utah Scholars core course of study, which requires students to complete, in grades 9-12:

- 4 years of English
- 4 years of math, through Algebra II, and a senior year class beyond Algebra II (e.g., pre-calculus, calculus, statistics, concurrent enrollment math, etc.).
- 3.5 years of social science
- 3 years of lab-based natural science (one each of Biology, Chemistry, and Physics)
- 2 years of the same foreign language (may include American Sign Language)

We have been transparent and clear about the link between the Utah Scholars core course of study and the scholarship from the beginning, explaining to legislators, Governor Huntsman, and



business leaders that this defined core course of study has been validated as rigorous, and a key predictor of college success, by multiple national studies conducted by the U.S. Department of Education.<sup>1</sup> We have been particularly emphatic about encouraging more high school students to take advanced mathematics all four years of high school. Clifford Adelman concluded in *The Toolbox Revisited*: “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 rigueur*. 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>2</sup>

Therefore, R609, which was adopted by the Board at its May 30, 2008 meeting, ties the academic criteria for the Regents’ Scholarship to the Utah Scholars core course of study, and staff in the Office of the Commissioner have been communicating these criteria to public school officials, parents and graduating high school students since late April. With respect to parental and student inquiries about the course requirements, staff have consistently responded that if a student is missing one or more core courses, he/she has until September 1, 2008 to complete the course through a variety of formats, including Utah Electronic High School, Utah Electronic College, an on-campus college course offered through any USHE institution, or through an accredited on-line or distance education program such as BYU Independent Study.

However, a student took issue with the requirements, asserting that she should not have to complete a fourth year of math since she completed Advanced Placement (A.P.) Calculus as a junior in high school. This student’s parents then contacted their legislator, who asked for a review of the Board’s criteria at the Administrative Rules Committee.

At the Committee meeting on June 4, 2008, the Committee raised two issues with the Office of the Commissioner. First, the Committee insisted that the Board’s policy be converted to an administrative rule and go through the required administrative rule-making process because, according to state law, a state agency must make rules when agency action “provides a material benefit” to “class of persons or another agency.”<sup>3</sup> Because students who receive the Regents’ Scholarship may use scholarship funds at private Utah colleges and universities outside USHE (BYU, LDS Business College, Westminster College, and Western Governor’s University), we agree that rule making is required.

In response to this concern, R609 was submitted to the Division of Administrative Rules and it has now been published in the Utah State Bulletin for public comment (see Proposed Rule R765-603, attached). The public comment period will run for 30 days, from July 1, 2008 to July 31,

---

<sup>1</sup> See Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment* (U.S. Dept. of Education, 1999); Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School through College* (U.S. Dept. of Education, 2006).

<sup>2</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School through College* (U.S. Dept. of Education, 2006), p. xix (emphasis added).

<sup>3</sup> Utah Code Ann. § 63G-3-201(2).

2008. Following the public comment period, the Office of the Commissioner will consider the public feedback and submit a final draft of the rule to become effective and enforceable.

Second, concerns were raised at the Administrative Rules Committee hearing about the academic criteria for the scholarship, suggesting that the requirement of four years of high school math may be somewhat arbitrary and unfair to students who are on an advanced math track and complete math through calculus before their senior year. Some of the committee members requested that we consider an amendment to the proposed rule that would exempt students from the four-year math requirement if they complete A.P. calculus prior to their senior year. We agreed this was a fair point that deserved consideration.

Consequently, we submitted an amendment to the proposed rule, which states, under the section delineating the core course of study: "Credit requirements in content areas of the core course of study (English, mathematics, laboratory science, social studies, and foreign language) may be satisfied by completion of an Advanced Placement (A.P.) course in a content area and an A.P. test score of 3 or higher for the course, regardless of when the course and/or test was completed in grades 9-12."<sup>4</sup>

This proposed amendment to the rule/policy would address the specific concern that has been raised by allowing some flexibility for students who take A.P. courses, not just in math but in the other content areas. At the same time, modifying the policy/rule in this manner raises a number of policy issues which merit consideration by the Board. These issues include:

- Allowing for students to waive certain course requirements by taking A.P. courses may undercut one of the policy's goals, which is to ensure that high school students take rigor all the way through their senior year. While a student who takes an A.P. class before his/her senior year has certainly completed a rigorous course, that student will still have a year's gap between the course and college enrollment, and may choose to fill his/her senior year schedule with less substantive course work. This concern should be weighed against the fact that the A.P. test provides a reliable and recognized measure of learning and competence.
- Creating in essence a separate "A.P. track" for earning the scholarship undercuts the scholarship's simplicity. We have heard from numerous stakeholders, including public school guidance counselors and business leaders in Utah's Hispanic community, that they love the Regents' Scholarship because it is straightforward and easy to understand and communicate—the Utah Scholars core is an uncomplicated, focused path toward college that virtually anyone can grasp.
- Creating an "A.P. track" for earning the scholarship will increase both the pool of scholarship applicants and the funding needed to maintain the scholarship's viability. However, we are not able to quantify what the difference may be at this point.

---

<sup>4</sup> Utah Admin. Code R765-603-4.2.1 (Proposed July 1, 2008).

- Because A.P. courses are not offered at all high schools in Utah, allowing students to substitute A.P. courses for core course requirements may lead to pressure from parents and educators in rural areas that students be allowed to substitute concurrent enrollment courses for core course requirements. Whereas A.P. courses are tied to a nationally recognized curriculum and benchmarked with rigorous examinations, the rigor of concurrent enrollment courses may vary significantly from school to school across the state.
- Applying an "A.P. exemption" to this year's applicant pool would differ from the materials, information, and communication that the Commissioner's staff has been sharing with applicants and public school officials since late April. If the Board decides to approve this revision to the policy/rule, the Board will need to provide direction to the Commissioner's staff as to whether the amendment should be applied retroactively to applicants in the Class of 2008; reopening the application process and reviewing all applications over again will substantially delay both the approval process and the disbursement of funds for fall semester 2008. It is our recommendation that the revised rule/policy be applied prospectively only, to applicants in the Class of 2009.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review Proposed Rule R765-603 as presented and provide direction to the Commissioner's staff regarding both the rule and the Regents' Scholarship implementation process for applicants in the Class of 2008.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

## **R765. Regents (Board of), Administration.**

### **R765-603. Regents' Scholarship.**

#### **R765-603-1. Purpose.**

To encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

#### **R765-603-2. References.**

2.1. Section 53B-8-108 et seq. (Regents' Scholarship Program).

2.2. Section R277-700-7 (High School Core Graduation Requirements for Graduating Students Beginning with the Class of 2011).

#### **R765-603-3. Definitions.**

3.1. Academic Competitiveness Grants: Awards of up to \$750 for the first year of college and \$1,300 for the second year of college that Pell Grant-eligible students may receive upon demonstrating the completion of a rigorous program of study in high school.

3.2. Base Award: A \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria.

3.3. Board: State Board of Regents.

3.4. Core Course of Study: The 16.5-credit Utah Scholars core course of study, comprised of 4.0 years of English; 4.0 years of mathematics (at minimum Algebra I, Geometry, Algebra II, and a senior-year class beyond Algebra II); 3.5 years of social studies; 3.0 years of lab-based natural science (one each of Biology, Chemistry, and Physics); and 2.0 years of the same language other than English, in grades 9-12.

3.5. Exemplary Academic Achievement Award: A scholarship equal in value to 75% of the tuition costs for up to two years of full-time equivalent enrollment at any USHE institution or any Utah private nonprofit college or university in Utah that has been accredited by the Northwest Association of Schools and Colleges. Students eligible for the scholarship are those who complete the core course of study with a cumulative weighted high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher (or equivalent SAT score), and fulfill all other eligibility requirements for the Regents' Scholarship.

3.6. Regents' Diploma Endorsement: A certificate or transcript notation to be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

3.7. Regents' Scholarship: A scholarship with two component awards: 1) a \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria; and 2) a two-year scholarship awarded for exemplary academic achievement in completing the scholarship criteria.

3.8. Scholarship Review Committee: The committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding scholarship awards.

3.9. UESP: Utah Educational Savings Plan.

#### **R765-603-4. Policy.**

##### 4.1. Conditions of the Scholarship Program and Program Terms.

Both the base award and the Exemplary Academic Achievement award of the Regents' Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board. The Board may limit or reduce the base Regents' Scholarship and supplemental program awards, as well as the total number of scholarships and supplemental awards granted, depending on available funding. A student who does not apply for the scholarship by February 1st of his or her senior year, or who has not used the award in its entirety within five years after his or her high school graduation date, is ineligible to receive a program award.

##### 4.2. Regents' Scholarship Criteria--Base Award.

To qualify for the base award of the Regents' Scholarship, an applicant must satisfy the following criteria:

4.2.1. Core Course of Study. The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating, in grades 9-12: 1) completion of the core course of study, or 2) completion of all requirements of an International Baccalaureate diploma (for a complete list of courses satisfying the core requirements, visit [www.utahsbr.edu](http://www.utahsbr.edu)). Credit requirements in content areas of the core course of study (English, mathematics, laboratory science, social studies, and foreign language) may be satisfied by completion of an Advanced Placement (A.P.) course in a content area and an A.P. test score of 3 or higher for the course, regardless of when the course and/or test was completed in grades 9-12.

4.2.2. Required GPA and Weighted Courses. The applicant must demonstrate completion of the core course of study or the International Baccalaureate Diploma requirements with a cumulative weighted high school GPA of at least 3.0, with no individual core course grade lower than a "C". The grade earned in any course designated on the student's high school transcript as Advanced Placement (A.P.), International Baccalaureate (I.B.), pre-International Baccalaureate, or concurrent enrollment,

shall typically receive a 0.25 weight per semester. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.

4.2.3. Required ACT or SAT score. The applicant must submit at least one verified ACT or SAT score.

4.2.4. Qualify for a Utah High School Diploma. Applicants applying from Utah public high schools must successfully pass all sections of the Utah Basic Skills Competency Test (UBSCT) and satisfy all other state and school district requirements for a Utah high school diploma. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma. Home-schooled students are not eligible for the scholarship. Home-schooled students and graduates of high schools outside Utah are not eligible for the scholarship.

4.2.5. No criminal record. The applicant must attest to the lack of a criminal record with the exception of misdemeanor traffic citations.

4.2.6. Proof of U.S. citizenship. The applicant must attest to being a U.S. citizen who is eligible to receive federal financial aid.

4.2.7. Enrollment within 12 months. The applicant must enroll full time at a qualifying institution of higher education within 12 months of the applicant's high school graduation unless the applicant seeks and obtains an approved leave of absence.

4.3. Regents' Scholarship Criteria--Exemplary Academic Achievement Award.

In order to qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship, the applicant must satisfy all requirements for the base award, and in addition:

4.3.1. Required GPA. The applicant must demonstrate completion of the core course of study or the requirements for an International Baccalaureate Diploma with a cumulative weighted high school GPA of at least 3.5, and no core course grade lower than "B".

4.3.2. Required ACT score. The applicant must submit a verified composite ACT score of at least 26 (or equivalent SAT score).

4.4. Eligible Institutions.

Both the base Regents' Scholarship and the Regents' Exemplary Academic Achievement Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board.

4.5. Enrollment at More than One Institution.

The award may be used at more than one of Utah's eligible institutions within the same semester.

4.6. Student Transfer.

A scholarship may be transferred to a different eligible Utah institution upon request of the student.

#### **R765-603-5. Application Procedures.**

5.1. Application Deadline.

Students must submit a scholarship application by regular mail to the Utah System of Higher Education, or on-line at [www.utahmentor.org](http://www.utahmentor.org) no later than February 1st of their high school senior year. Applications submitted at any time following the student's graduation from high school will not be accepted.

5.2. Required Documentation.

Required documents that must be submitted with a scholarship application include: 1) an official high school paper or electronic transcript, and official college transcript, where applicable, demonstrating all completed courses and GPA; 2) verified ACT or SAT test results; 3) the official application form. Applications that do not include all required documentation will not be considered. Applicants must also submit proof of UBSCT passage, receipt of a regular Utah public or private high school diploma, and final official transcripts, no later than September 1st of the year the applicant's class graduates from high school. Scholarship awards may be revoked if such documentation is not submitted, if such documentation demonstrates that an applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified.

#### **R765-603-6. Amount of Awards and Distribution of Award Funds.**

6.1. Amount and Number of Awards.

6.1.1. Regents' Scholarship--Base Award.

The base scholarship is \$1,000, and, subject to annual appropriations and available funding, will be adjusted annually by the Board in an amount equal the average percentage tuition increase approved by the board for USHE institutions. The base amount of the scholarship, as well as the total number of scholarships awarded, may also be reduced commensurate with annual legislative appropriations and available funding.

6.2.2. Regents' Scholarship--Exemplary Academic Achievement Award.

A student who qualifies for the base award may also be eligible for the Exemplary Academic Achievement award equal in value to 75% of the actual cost of tuition for up to two years of full-time enrollment or until the associate's or bachelor's degree requirements have been met (which ever happens first). If used at an eligible institution not within the Utah System of Higher Education, scholarship funds awarded will equal up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at baccalaureate granting institutions within the Utah System of Higher Education. In addition, the student will receive a Regents' Diploma Endorsement. To retain the Exemplary Academic Achievement Scholarship, the student must

maintain a cumulative postsecondary 3.0 GPA for two consecutive semesters and make reasonable progress toward completion of an associate's or bachelor's degree by enrolling in at least 12 credit hours per semester.

6.2.3. Relationship to New Century Scholarship.

A student who completes the core course of study with a cumulative weighted GPA of 3.0 or better, and no individual core course grade below a "C", as part of his or completion of the requirements of an associate's degree, may be awarded the \$1,000 base award in addition to a New Century Scholarship. A student who completes both the requirements for the Exemplary Academic Achievement award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

6.3. Distribution of Award Funds.

6.3.1. Tuition Documentation.

The award recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the number of hours enrolled. The Utah System of Higher Education will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) and the availability of program funding.

6.3.2. Award Payable to Institution.

The scholarship award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

6.3.3. Added Hours After Award.

The award will be increased up to 75% of the tuition costs of any hours added in the semester after the initial award after the initial award has been made, depending on available funding. The recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.3.4. Credit Hours Dropped after Award.

If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the Utah System of Higher Education. If a recipient fails to complete a minimum of six semester hours, no award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress.

6.3.5. Reasonable Progress toward Degree Completion.

The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a degree. If a student earns less than a "B" (3.0) GPA in any single semester, the student must earn a "B" (3.0) GPA or better the following semester to maintain eligibility for the scholarship.

6.4. Supplemental Award to Encourage College Savings.

Subject to available funding, a student who qualifies for the base award is eligible to receive up to an additional \$400 in state funds to match funds deposited in a Utah Educational Savings Plan (UESP) account. For each year from the student's 14th to 17th birthday that the student had an active UESP account, the Board may contribute, subject to available funding, up to \$100 (i.e., up to \$400 total for all four years) to the scholarship as a dollar-for-dollar match to the student's UESP account contributions during those years. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year. Matching funds apply only to contributions, not to transfers, earnings, or interest.

**R765-603-7. Continuing Eligibility.**

7.1. No Awards after Five Years from High School Graduation.

The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

7.2. No Guarantee of Degree Completion.

Neither a base award, nor an Exemplary Academic Achievement award, nor any supplemental UESP award, guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

**R765-603-8. Leave of Absence.**

8.1. Scholarships Must be Used Within 12 Months of High School Graduation.

A scholarship recipient must enroll full time at an eligible Utah institution of higher education within 12 months of high school graduation unless the recipient seeks, and obtains, an approved leave of absence from the Board.

8.2. Leave of Absence Does Not Extend Time.

An approved leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

**R765-603-9. Scholarship Determinations and Appeals.**

9.1. Scholarship Determinations.

Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee appointed by the

Commissioner of Higher Education, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his or her application, whether the decision is a scholarship award or denial of scholarship.

9.2. Notice of Eligibility for Academic Competitiveness Grant.

Each recipient of the scholarship will be notified in the decision letter that the recipient's satisfactory completion of the scholarship criteria also automatically qualifies the recipient, if he or she is a low-income student eligible for a Pell Grant, for a federal Academic Competitiveness Grant (ACG). The decision letter will include information on how to apply for an ACG through the U.S. Department of Education.

9.3. Appeals.

Applicants may appeal a denial of scholarship award by submitting a written appeal to the Utah System of Higher Education within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

**KEY: regents' scholarship, high school**

**Date of Enactment or Last Substantive Amendment: 2008**

**Authorizing, and Implemented or Interpreted Law: 63G-3-201(2)(b); 63G-3-201(2)(c); 53B-8-108 et seq.**

!-dar--

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: Report on Legislative Higher Education and Applied Technology Governance Task Force

Issue

The Legislative Task Force on Higher Education and Applied Technology Governance has not met since the last Board of Regents meeting; however, they are scheduled to meet on Tuesday, July 15. At the last meeting, the task force leadership requested that representatives of the Board of Regents, UCAT, and Public Education meet together to see if a compromise or consensus could be reached to be brought back to the Task Force at its July 15<sup>th</sup> meeting. Meetings have been held with representatives of Public Education, the Governor's Office, and with other USHE presidents and staff, and a meeting is scheduled for July 3 with representatives of UCAT.

Any additional information will be hand-carried to the meeting, and the Interim Commissioner will provide an oral update.

Commissioner's Recommendation

This is an information item; however, discussion and input from the Regents is welcome. If between now and the Regents' meeting on July 11 there is a formal recommendation for a position by the Board, action may be requested at that time.

---

David L. Buhler, Interim Commissioner

db



July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Governor's 21<sup>st</sup> Century Workforce Initiative —Information Item

Issue

On May 7, 2008, Utah Governor Jon M. Huntsman, Jr., announced the formation of a new "21<sup>st</sup> Century Workforce Committee" to help him develop state policy on Utah's future workforce needs and the best ways to address such needs. The 17-member steering committee includes several public and higher education leaders, including President Michael Young, Interim Commissioner David L. Buhler, and State Superintendent Patti Harrington. Because the steering committee's work may have significant implications for the programs and directions of USHE institutions, the Office of the Commissioner will provide regular updates to the Board on the steering committee's work and progress.

Background

The steering committee met for the first time on May 7, 2008, and was presented with a challenge which in part stated: "Utah enjoys the nation's best economy and highest quality of life. To build upon these strengths and assure a competitive edge for generations, we must examine ways to improve, enhance, and redesign our education and training system so it can prepare our citizens with the most competent, creative, and innovative skills on the planet. . . . We must prepare knowledge workers who can adapt quickly to changing markets, rather than assembly line workers, to compete and thrive in this new economic paradigm."

Members of the steering committee also learned about the steering committee's four objectives, which are:

- Significantly improve our state's capacity to compete for high-paying jobs in the highest growth occupations and industries on a global basis.
- Identify and improve competencies existing workers need to compete and bring sustainable long-term economic development to our state.
- Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.

The first of four week-long "SMART" sessions was held the week of June 16-20, 2008, with a focus on finance and governance issues in public education (local school districts and Utah State Board of Education), higher education (Board of Regents and institutional boards of trustees), and the Department of Workforce Services. Those in attendance representing higher education included: Regent Nolan Karras, Regent Meghan Holbrook, Associate Commissioner Mark Spencer, Assistant Commissioner Dave Doty, Assistant Commissioner Kimberly Henrie, SLCC Vice President Mason Bishop, WSU Vice President Brad Mortensen, and USU Trustee Suzanne Pierce-Moore.

After a full day of training on "Lean" and "Six Sigma" principles, which are business tools used to identify and eliminate waste and inefficiencies in the production process, participants spent the remainder of the week working to identify possible ways to streamline and improve the finance and governance systems of their respective agencies in ways that would improve workforce development for the state. A summary of the first week's activities and conclusions is attached.

Three more sessions will be held, as follows. The next session, July 14-18, 2008, will be held at the Board of Regents Building.

- July 14-18, 2008: Management systems, teacher recruitment, attrition, assessment, and compensation
- August 18-22, 2008: Adult literacy/competency development in the workforce and economic development
- September 15-19, 2008: Early childhood education and education assessment/curriculum development

The steering committee has been charged with identifying legislative priorities by September 22, 2008, and with making a final project report, including key recommendations, by December 1, 2008.

#### Commissioner's Recommendation

This item is for information only and requires no action.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

SMART Session 1: Organizational Alignment and Finance  
Key Messages and Talking Points  
June 20, 2008

**A. Definition of the Initiative**

**This is a long-term, open process.**

The 21<sup>st</sup> Century Workforce Initiative is a long-term process to ensure the competitiveness of Utah's workforce in an increasingly connected, dynamic global economy. Commissioned by Governor Jon Huntsman, Jr., the effort is led by Utah's education and business communities. The process will result in recommendations and project plans the Governor will consider in his legislative and policy proposals.

**Community involvement is vital.**

Participants in this process include a steering committee appointed by the Governor, education and business leaders involved in formal working sessions, citizens and communities throughout the state providing input through forums, town hall meetings and other venues, and state agencies and the Utah Legislature.

**B. The SMART Session Process**

**Discussions and recommendations are preliminary and will evolve.**

During the summer of 2008, participants in four SMART (stakeholder-focused, measure and data-driven, action-oriented, responsive to customers, and time-bounded) sessions are developing ideas and options that will evolve into a summary report of overall recommendations to the Governor in September. The sessions will focus on the following areas:

- June: Organizational Alignment and Finance
- July: Management systems, teacher recruitment, attrition, assessment and compensation
- August: Adult literacy/competency development in the workforce/economic development
- September: Early childhood education and education assessment/curriculum development

**C. Session 1: Summary Results**

At the highest level, the results of session 1 are the following recommendations:

1. Establish a **state-wide strategic plan** and **simplified governance structure** for Utah's workforce development
2. Create a **unified budget** for education and workforce and **simplify funding processes**

**D. Session 1: Detailed Results**

Session 1 resulted in the following recommendations for study and consideration throughout the process of the 21st Century Workforce Initiative:

- Establish a long-term, **state-wide strategic plan** to ensure the global competitiveness of Utah's workforce
  - Create a governance structure capable of focusing on driving toward specific outcomes that will ensure a globally competitive workforce
  - Achieve agreement on common data and shared data infrastructure, align this with a unified budget process, and build a data system to monitor progress toward plan outcomes
  - Institute a core curriculum and career pathways to enable students to compete in a 21<sup>st</sup> Century global environment
  - Include career counseling and early childhood education as integral parts of the plan
- Create a single, **aligned budget** for specific education and workforce investment strategies and **simplified funding processes** to support that budget
  - Facilitate proactive budget planning tied to expected education and workforce outcomes
  - Allocate funding on the basis of progress toward outcomes in the state's workforce plan
  - Identify waste and cost-saving opportunities and reallocate resources accordingly
  - Monitor outcomes and manage workforce investment funding accordingly

July 2, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler, Interim Commissioner

SUBJECT: Engineering, Computer Science and Technology 2008-2009 Funding Recommendation from the Technology Initiative Advisory Board - Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. During the last seven years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in these areas within the Utah System.

The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment. The TIAB considered the current needs of the Engineering and Computer Science programs at USHE institutions, and is now ready to make a recommendation concerning the 2008-09 funding.

Background

The goal of the Engineering and Computer Science Initiative has been to increase the number of engineering and computer science graduates in the State of Utah. Based on the assessment by the

industry oversight committee, the Engineering Initiative has been one of the most successful legislative efforts of the past decade. With equal participation among industry, higher education and the state, the Initiative has proven to be a model program with strong accountability and demonstrable results. A modest investment of State dollars has made a significant difference for Utah.

- In 2007, 1183 engineering degrees were awarded compared with 862 in 2000.
- In 2007, 579 computer science degrees were awarded compared with 482 in 2000.

The following table gives a summary of the funding between 2002 and 2009

| Engineering and Computer Science Initiative<br>Funding History<br>2002-2009 |                     |                     |                   |
|-----------------------------------------------------------------------------|---------------------|---------------------|-------------------|
| Year                                                                        | Funds Appropriated  |                     |                   |
|                                                                             | Ongoing             | One time            | Loan Forgiveness  |
| 2002                                                                        | \$ 1,000,000        | \$ 2,500,000        | \$ 500,000        |
| 2003                                                                        | \$ 2,000,000        | \$ 1,000,000        | \$ 0              |
| 2004                                                                        | \$ 500,000          | \$ 0                | \$ 50,000         |
| 2005                                                                        | \$ 500,000          | \$ 500,000          | \$ 0              |
| 2006                                                                        | \$ 1,500,000        | \$ 500,000          | \$ 0              |
| 2007                                                                        | \$ 500,000          | \$ 700,000          | \$ 0              |
| 2008                                                                        | \$3,000,000         | \$2,000,000         | \$ 0              |
| 2009                                                                        | \$ 0                | \$250,000           | \$ 0              |
| <b>Total</b>                                                                | <b>\$ 9,000,000</b> | <b>\$ 7,450,000</b> | <b>\$ 550,000</b> |

With the State's economy on the rise, the demand for engineers and computer scientists has reached unprecedented levels. Preliminary survey results from approximately 42 companies representing a combined workforce of over 3900 engineers revealed over 433 current openings with 575 projected for the next 12 months. Several of these companies are experiencing constraints to business growth due to the lack of qualified workers.

For the coming year, 2008-2009, the Legislature has appropriated \$250,000 in one-time funds for the initiative. In determining the recommended distribution of these funds, the TIAB discussed the current success of the initiative and the continued needs of each institution. The TIAB decided to focus on outreach, recruiting and/or retention with the funds available for this year. Each institution was asked to submit a request for funds focused in these areas. Weber State University chose not to submit a request since they had received funds for an Engineering initiative directly from the legislature. After considering the requests from the institutions, the TIAB is recommending that the funds for 2008-2009 be distributed as follows:

| USHE Engineering and Computer Science Initiative<br>Funding Distribution |         |
|--------------------------------------------------------------------------|---------|
|                                                                          | 2008-09 |

|                             | Ongoing     | One Time          |
|-----------------------------|-------------|-------------------|
| University of Utah          | \$ 0        | \$ 46,000         |
| Utah State University       | \$ 0        | \$ 45,000         |
| Weber State University      | \$ 0        | \$ 0              |
| Southern Utah University    | \$ 0        | \$ 31,000         |
| Snow College                | \$ 0        | \$ 15,000         |
| Dixie State College         | \$ 0        | \$ 25,000         |
| College of Eastern Utah     | \$ 0        | \$ 26,000         |
| Utah Valley State College   | \$ 0        | \$ 32,000         |
| Salt Lake Community College | \$ 0        | \$ 30,000         |
| <b>TOTAL</b>                | <b>\$ 0</b> | <b>\$ 250,000</b> |

The TIAB recommends that the prior funds appropriated for the Loan Forgiveness Program be administered as it has in the past.

John Sutherland, Chair of the TIAB, will make a presentation at the July 11, 2008 Regents meeting, and will be available to answer questions.

#### Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. The Commissioner supports the TIAB recommendations.

---

David L. Buhler, Interim Commissioner

DLB:GW  
Attachment

## Attachment

### Key provision of SB61:

1. Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
2. Directing the Board to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases (\$2.5 million).
4. Establishing a student loan and loan forgiveness program to encourage enrollment in programs included in the Initiative.
5. Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
6. Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

### Members of the Technology Advisory Committee

|                          |                              |
|--------------------------|------------------------------|
| John Sutherland (Chair)  | Cemaphore Systems            |
| Susan Johnson (Co-Chair) | Futura Industries            |
| Richard Anderson         | Hewlett Packard, Retired     |
| Reed Brown               | Matchbin, Inc.               |
| Roland Christensen       | Applied Composite Technology |
| D. Mark Durcan           | Micron Technology            |
| Ed Edstrom               | vSpring                      |
| Dave Moon                | EsNet                        |
| Chuck Taylor             | Metalcraft Technologies      |
| J. Howard VanBoerum      | VanBoerum & Frank            |

July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held May 30, 2008, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals
  - 1. University of Utah – U.S. Department of Energy; "Chemical Looping CLOU"; \$2,247,499. Kevin J. Whitty, Principal Investigator.
  - 2. University of Utah – Kinetic Concepts, Inc.; "Microtube Pressure Sensor"; \$1,133,515. Feng Liu, Principal Investigator.
  - 3. University of Utah -- National Institutes of Health/National Institute on Drug Abuse; "Medications Development"; \$3,557,300. David E. Moody, Principal Investigator.
  - 4. University of Utah – National Institutes of Health; "Microarray Surface Analysis"; \$1,464,680. David W. Grainger, Principal Investigator.
  - 5. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "Structure/Function of Muscle"; \$1,881,250. Mary C. Beckerle, Principal Investigator.
  - 6. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Limb Grant"; \$2,031,915.
  - 7. University of Utah – National Institutes of Health; "Intraceptor"; \$1,736,407. Balamurali Krishna Ambati, Principal Investigator.
  - 8. University of Utah – Colorado State University; "Therapies for Biodefense"; \$1,598,055. Dean Y. Li, Principal Investigator.



9. University of Utah – National Highway Traffic; "Codes"; \$1,371,995. J. Michael Dean, Principal Investigator.
10. University of Utah – National Institutes of Health/National Institute of Diabetes; "SHP Regulation"; \$1,316,875. Li Wang, Principal Investigator.
11. University of Utah – Substance Abuse & Mental Health; "U-SBIRT"; \$1,875,000. Elizabeth Howell, Principal Investigator.
12. University of Utah – Children's Hospital Boston; "Anatomy Data for Child Defib"; \$2,030,258. Robert S. MacLeod, Principal Investigator.
13. University of Utah – Defense Advanced Research; "Hybrid Heat Sink"; \$3,423,053. Florian Solzbacher, Principal Investigator.
14. University of Utah – American Iron and Steel; "Suspension Iron-making Technology"; \$2,493,078. Hong Yong Sohn, Principal Investigator.
15. University of Utah – National Institutes of Health; "CBI Training Grant"; \$1,564,370. Cynthia Burrows, Principal Investigator.
16. University of Utah – National Institutes of Health; "A Non-Invasive Spectroscopic..."; \$1,430,000. John C. Conboy, Principal Investigator.
16. University of Utah – National Institutes of Health; "Mechanism Flagellar Secretion"; \$1,354,500. David F. Blair, Principal Investigator.
17. University of Utah – National Institutes of Health/National Cancer Institute; "Mooney-Enhanceend-05'08"; \$5,097,216. B. Kathleen Mooney, Principal Investigator.
18. University of Utah – U.S. Department of Defense; "Health Yotta Grid"; \$2,741,272. Adishesu Venkata Gundlapalli, Principal Investigator.
19. University of Utah – National Institutes of Health; "Nassir Marrouche DP2"; \$2,257,500. Richard Elliot Kanner, Principal Investigator.
20. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "Mitochondrial Function"; \$1,881,250. Jared P. Rutter, Principal Investigator.
21. Utah State University – Utah State Department of Health; "Up to 3 Early Intervention"; \$1,248,001. Susan Olsen, Principal Investigator.

22. Utah State University – Goodrich Corporation; "Goodrich Ground Station for DB-110 Reconnaissance System"; \$5,207,190. Niel Holt, Principal Investigator.
23. Utah State University – National Science Foundation; "Cubesat Measurements of Ion and Neutral Dynamics"; \$1,196,594. Chad Fish, Principal Investigator.

C. Grant Awards

1. University of Utah – Department of Energy/Lawrence Livermore National Laboratory; "Center for Simulation of Accidental Fires & Explosions"; \$2,598,312. David W. Pershing, Principal Investigator.
2. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of medicine (NL/LM) Service"; \$1,399,864. Joan Stoddart, Principal Investigator.
3. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Methamphetamine and Cocaine"; \$1,003,186. James W. Gibb, Principal Investigator.
4. University of Utah – Army Medical Research Acquisition; "Attacking Breast Cancer"; \$3,758,542. Alana Lee Welm, Principal Investigator.
5. University of Utah – National Institutes of Health/National Center for Research; "General Clinical Research Center"; \$2,739,209. A. Lorris Betz, Principal Investigator.
6. Utah State University – U.S. Department of Defense/Missile Defense Agency; "Third-Generation Infrared Surveillance Risk Reduction Program (3GIRS-RR) Science Applications International Corporation (SAIC) Sensor Calibration;" \$1,600,000. Dean Wada, Principal Investigator.
7. Utah State University – U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$3,921,947. Niel Holt, Principal Investigator.

---

David L. Buhler, Interim Commissioner

STATE BOARD OF REGENTS MEETING  
MAY 30, 2008  
REGENTS' OFFICES, SALT LAKE CITY, UTAH

Contents of Minutes

|                                                                                                                                                            |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Roll Call .....                                                                                                                                            | 1 |
| COMMITTEE OF THE WHOLE                                                                                                                                     |   |
| Introductions                                                                                                                                              |   |
| Assistant Commissioner Spencer Jenkins                                                                                                                     |   |
| Basim Motiwala, 2008-2009 Student Regent                                                                                                                   |   |
| CEU Interim President Mike King                                                                                                                            |   |
| Election of Officers .....                                                                                                                                 | 3 |
| Jed H. Pitcher, Chair                                                                                                                                      |   |
| Bonnie Jean Beesley, Vice Chair                                                                                                                            |   |
| Resolutions of Recognition .....                                                                                                                           | 4 |
| Regent Amy Engh                                                                                                                                            |   |
| Regent James S. Jardine                                                                                                                                    |   |
| Regent Sara V. Sinclair                                                                                                                                    |   |
| President Ryan L. Thomas                                                                                                                                   |   |
| Reports of Board Committees                                                                                                                                |   |
| <u>Programs Committee</u>                                                                                                                                  |   |
| Utah State University – Master of Music Degree with Specialization in Piano<br>Performance and Pedagogy .....                                              | 4 |
| Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in<br>Classical Acting, Theatre Design and Technology, and Musical Theatre ..... | 4 |
| Southern Utah University – Bachelor of Music Degree with Emphases in<br>Instrumental Performance, Piano Pedagogy, and Vocal Performance .....              | 4 |
| Revision to Regents' Policy R312, <i>Configuration of the Utah System of Higher<br/>            Education and Institutional Missions and Roles</i> .....   | 5 |
| Consent Calendar, Programs Committee .....                                                                                                                 | 5 |
| University of Utah – Discontinuance of the B.S. Degree in Physical Therapy                                                                                 |   |
| Utah State University – B.S. in Economics Degree in China                                                                                                  |   |
| Weber State University – Linguistics Minor                                                                                                                 |   |
| Southern Utah University – Discontinued Minors                                                                                                             |   |
| Utah Valley State College – Cinema Studies Minor                                                                                                           |   |
| Utah State University – Restructure of Elementary and Secondary Education into<br>New Unit .....                                                           | 5 |
| Southern Utah University – Discontinued Emphases and Name Changes .....                                                                                    | 5 |
| Dixie State College – Program Reviews .....                                                                                                                | 5 |
| Utah Valley State College – Name Changes .....                                                                                                             | 5 |

## Finance Committee

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| Presidential Salaries for 2008-2009 .....                                                             | 5 |
| Utah Valley State College – Property Purchase .....                                                   | 6 |
| Consent Calendar, Finance Committee .....                                                             | 6 |
| UofU and USU – Capital Facilities Delegation Reports                                                  |   |
| Utah State University – Purchase of Property Adjacent to Tooele Campus                                |   |
| Utah State University – Sale of Leasehold Interest in Buildings - Innovation Campus                   |   |
| Prison Education Programs                                                                             |   |
| Amendments to Policy R926, <i>Acceptable Use of Office-Owned IT Resources</i>                         |   |
| Amendments to Policy R992, <i>Information and Technology Resource Security</i>                        |   |
| Preview of Upcoming Issues .....                                                                      | 6 |
| UHEAA – Student Loan Update .....                                                                     | 6 |
| Southern Utah University – Food Service Outsourcing Agreement .....                                   | 6 |
| Southern Utah University – Update on Financing Plan for Residence Hall Replacement,<br>Phase II ..... | 6 |

## Strategic Planning Committee

|                                                                                               |   |
|-----------------------------------------------------------------------------------------------|---|
| Amendments to Policy R512, <i>Determination of Resident Status</i> .....                      | 6 |
| Policy R609, <i>Regents' Scholarships</i> .....                                               | 7 |
| Campus Retention Plan Reports – Weber State University and Utah State University ....         | 7 |
| Report on the Education Systems for the 21 <sup>st</sup> Century Legislative Task Force ..... | 7 |
| Report on the Governor's Globally Competitive Workforce Steering Committee .....              | 8 |
| Report of Regents' Strategic Planning Working Group .....                                     | 8 |

|                                  |    |
|----------------------------------|----|
| General Consent Calendar .....   | 9  |
| Report of the Commissioner ..... | 9  |
| Report of the Chair .....        | 10 |
| Adjournment .....                | 10 |

STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
MAY 30, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Janet A. Cannon  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Anthony W. Morgan  
Josh M. Reid  
John H. Zenger

Regents Excused

Patti Harrington  
Marlon O. Snow

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Carrie Beckman, Policy and Special Projects Coordinator  
Joyce Cottrell, Executive Secretary  
Troy Caserta, Accounting Officer  
Jeffrey Christensen, Intern  
Matthew Clark, Intern  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Harden Eyring, Human Resources Director  
Kimberly Henrie, Assistant Commissioner for Budget and Finance  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Melissa Miller Kinkart, Associate Director, Utah Scholars  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Kelly Stowell, Director, Utah Student Association  
Michele Vincent, Administrative Specialist, Finance and Facilities  
Lynne Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Chuck Wight, Associate Vice President for Academic Affairs and Undergraduate Studies

Basim Motiwala, Student Body Officer

Utah State University

Raymond T. Coward, Executive Vice President and Provost  
Steven Hanks, Associate Professor, Management and Human Resources  
Fred R. Hunsaker, Interim Vice President for Business and Finance  
Michelle B. Larson, Assistant Provost  
Sydney M. Peterson, Chief of Staff/Secretary to the Board of Trustees

Weber State University

F. Ann Millner, President  
Michael Vaughan, Provost

Southern Utah University

Michael T. Benson, President  
Rodney Decker, Interim Provost  
Donna Eddleman, Vice President  
Stuart Jones, Vice President for Advancement  
Lee Montgomery, Associate Provost for Undergraduate Studies  
Gregory Stauffer, Chief of Staff

Snow College

Scott L. Wyatt, President  
Marvin Dodge, Vice President for Administrative Services

Dixie State College

Stephen D. Nadauld, Interim President  
Louise Excell, Accreditation Liaison Officer  
Stanley J. Plewe, Vice President of College Services  
Shandon Gubler, Chair, Board of Trustees

College of Eastern Utah

Mike King, Interim President  
Brad King, Vice President of Student Services  
Kevin Walthers, Vice President

Utah Valley State College

William A. Sederburg, President  
Val Hale, Vice President for Institutional Advancement and Marketing  
Linda Makin, Director of Budgets  
Val Peterson, Vice President of Administration and External Affairs  
Joseph Watkins, Student  
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College

Cynthia A. Brems, President  
Dennis Klaus, Vice President of Administrative Services  
Andrew Nelson, Student  
Mason M. Bishop, Vice President of Institutional Advancement

Utah College of Applied Technology

Richard L. White, President  
Brian Foisy, Vice President for Administrative Services

Representatives of the Media

Wendy Leonard, *Deseret News*  
Elizabeth Miller, *Salt Lake Tribune*

Other Guests

Steven Allred, Office of the Legislative Fiscal Analyst  
Brian Baker, Zions Bank  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following meetings of Board committees, the Regents convened in Committee of the Whole at 9:45 a.m. Chair Jed Pitcher welcomed everyone and excused Regents Patti Harrington and Marlon Snow. He announced that Regent Josh Reid would be moving to Las Vegas and would resign his appointment on the Board, effective July 31, 2008. He will be missed.

Recognitions. Chair Pitcher noted a dinner had been held the previous evening to honor outgoing Regents **Amy Engh, Jim Jardine, Sara Sinclair** and CEU President **Ryan Thomas**. He thanked Joyce Cottrell for planning and coordinating the event. Chair Pitcher introduced **Spencer Jenkins**, the new Assistant for Public Affairs, and **Basim Motiwala**, who will be the Student Regent for 2008-2009. He also recognized Joseph Watkins from UVSC and Andrew Nielsen from SLCC, student body officers at their respective institutions. Chair Pitcher recognized **Mike King** and welcomed him to his first meeting as Interim President of the College of Eastern Utah.

Officer Elections

Chair Pitcher recognized Regent Meghan Holbrook and asked her to present the report of the Nominating Committee. On behalf of Regents Katharine Garff and Marlon Snow, **Regent Holbrook moved the reappointment of Jed H. Pitcher as Chairman and Bonnie Jean Beesley as Vice Chairman of the State Board of Regents. Regent Garff seconded the motion, which was adopted unanimously.** Chair Pitcher thanked the Regents for their support and pledged to do his best.

Resolutions

Resolutions were included in the Regents' folders for Regent James S. Jardine, Regent Amy Engh, Regent Sara V. Sinclair and President Ryan Thomas. **Regent Holbrook moved the adoption of the Resolutions of Appreciation. The motion was seconded and adopted unanimously.** Vice Chair Beesley presented the resolutions to Regent Jardine, Regent Engh, and President and to Vice President Hunsaker for delivery to Regent Sinclair.

#### Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee – Regent Katharine B. Garff, Chair

Utah State University – Master of Music Degree with Specialization in Piano Performance and Pedagogy (Tab A). Chair Garff commended University officials for their excellent music programs. USU's undergraduate piano performance program has earned an international reputation. The proposed program will integrate instruction in piano pedagogy with high-level piano performance and will also prepare students for admission into a doctoral program or for a professional career in music. Faculty and funding will come from the Department of Music; no additional faculty, staff or facilities will be needed during the first five years of the program. **Chair Garff moved approval of USU's Master of Music Degree with Specialization in Piano Performance and Pedagogy, effective Fall 2008. Vice Chair Beesley seconded the motion, which was adopted unanimously.**

Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre (Tab B). Chair Garff reported the proposed program would integrate existing programs into the multidisciplinary emphases. This will increase student opportunities for participation in the Utah Shakespearean Festival. The BFA degree will give students an opportunity to further their training in preparation for a professional career and for graduate studies in Theatre. Southern Utah University has obtained national accreditation status with the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Arts and Design, and has initiated the accreditation process through the National Association of Schools of Theatre. SUU is the only USHE institution to have obtained accreditation with this many arts agencies recognized by the U.S. Department of Education. **Chair Garff moved approval of SUU's Bachelor of Fine Arts in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre, effective Fall 2008. Regent Zenger seconded the motion, which was adopted unanimously.**

Southern Utah University – Bachelor of Music Degree with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance (Tab C). SUU currently offers a Bachelor of Arts in Performance and a Bachelor of Science in Music Education, both of which are liberal arts degrees and suitable for the generalist. By adding a Bachelor of Music program, which is a professional degree, the school's liberal arts focus will be strengthened. The proposed degree fits with SUU's mission and the consultants' reports on programs that should be offered in the region, based on the strengths of the institution. **Chair Garff moved approval of SUU's Bachelor of Music Degree with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance, effective Fall 2008. Regent Cespedes seconded the motion, and it was adopted unanimously.**

Proposed Revision to Regents' Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (Tab D). Chair Garff asked Commissioner Buhler to comment. Commissioner Buhler said obtaining university status had long been a goal for UVSC. He congratulated President Sederburg, his staff and administration, and the Legislature for following the right process and getting the funding before university



status was awarded. President Sederburg said the school was having a celebration on June 30 and July 1 to mark the occasion; he invited everyone to attend the various events. He thanked the Commissioner and Regents for their support in this great collaborative experience. Chair Garff said President Sederburg had mentioned in committee that he was giving out 3000 UVU flags to the community. She recommended other presidents have a flag campaign for their respective communities. **Chair Garff moved approval of the revision to Policy R312 to change the classification of Utah Valley State College, change the institution's name to Utah Valley University, effective July 1, 2008, and to incorporate UVU's new mission statement into the policy. Regent Engh seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab E). Chair Garff commented briefly on each item and commended the presidents for the number of interdisciplinary programs. **On motion by Chair Garff and a second by Regent Reid, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Discontinuance of the Bachelor of Science degree in Physical Therapy
- B. Utah State University – Bachelor of Science in Economics degree in China
- C. Weber State University – Linguistics Minor
- D. Southern Utah University – Discontinued Minors
- E. Utah Valley State College – Cinema Studies Minor

Chair Garff said the committee had asked the Chief Academic Officers to discuss the relevance of minors in general.

Utah State University – Restructure of Elementary and Secondary Education into New Unit (Tab F), Southern Utah University – Discontinued Emphases and Name Changes (Tab G), Dixie State College – Program Reviews (Tab H), and Utah Valley State College – Name Changes (Tab I). Chair Garff said these reports were for information only and required no action. She reported UVSC's proposal for a School of Computing and Engineering would be held for further consideration following the consultants' engineering study.

Chair Pitcher thanked Chair Garff for her excellent report.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

Proposed Presidential Salaries for 2008-2009 (Tab J). Chair Atkin referred to Replacement Tab J in the Regents' folders. He briefly explained the process for making the recommendations shown. The Regents' objective is to put the presidents at 90 percent of their peer salary. The Compensation Committee took several factors into consideration, including faculty and staff at the institutions, internal equity, etc. They recognized that some minor adjustment takes place as Regents recruit new presidents. **Chair Atkin moved approval of the proposed salaries for USHE Presidents and the Commissioner for 2008-2009, effective July 1, 2008, with a follow-up look at the peer comparisons and what would be necessary to get to the 90 percent level. Regent Jardine seconded the motion, which was adopted unanimously.**

Utah Valley State College – Property Purchase (Tab K). Chair Atkin reported the committee had reviewed the proposed purchase and recommended approval. The Murdock property is adjacent to the UVSC campus and consists of 2.83 acres with four buildings. Appraised value was \$2,545,000. The college proposed to purchase the property for \$2,530,000. Funds will come from a loan from the UVSC Foundation of \$2,100,000 and institutional contingency funds of \$430,000. The proposed loan would be for 15 years at 6 percent interest. The property will

serve as a hosting and reception area and office space for the UVSC Advancement Department and Alumni Relations. **Chair Atkin moved approval of UVSC's purchase of the Murdock property for \$2,530,000. Regent Morgan seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab L). **On motion by Chair Atkin and a second by Regent Morgan, 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. Utah State University – Purchase of Property Adjacent to Tooele Campus
- C. Utah State University – Sale of Leasehold Interest in Buildings at Innovation Campus
- D. USHE – Prison Education Programs
- E. USHE – Amendments to Policy R926, *Acceptable Use of Office-owned IT Resources*
- F. USHE – Amendments to Policy R992, *Information and Technology Resource Security*

**Chair Atkin said the committee had recommended future capital delegation reports be approved by the institutional boards of trustees rather than by the Board of Regents. Chair Pitcher directed the staff to make this change.**

Preview of Upcoming Issues (Tab M). Chair Atkin said this report had been provided for information only, to alert Regents to some of the issues that would be coming before them in the next few months.

UHEAA – Student Loan Update (Tab N). Chair Atkin asked Dave Feitz, UHEAA Executive Director, to report. Mr. Feitz assured the Regents that the recent action taken at the federal level would enable UHEAA to continue to make loans to the students this fall. In early May, President George W. Bush signed into law a bipartisan bill empowering the U.S. Secretary of Education to put forth a stabilizing plan for student loans for the coming year. This has been done. The Secretary's plan includes a commitment to make student loan capital available and to buy student loans as a secondary market of last resort. If the details of the Secretary's plan are workable, UHEAA intends to make loans to all eligible students attending any eligible institution. The Secretary's plan provides one year of stability with the hope that capital markets for student loans improve.

Southern Utah University – Food Service Outsourcing Agreement (Tab O) and Southern Utah University – Information Update on Plan of Financing for Residence Hall Replacement, Phase II (Tab P). Chair Atkin said these reports were for information only and required no approval.

Chair Pitcher thanked Chair Atkin for his report.

Strategic Planning and Communication Committee – Regent James S. Jardine, Chair

Amendments to Policy R512, *Determination of Resident Status* (Tab Q). Chair Jardine said amendments were made to the policy last year for a transitional period, consistent with the new statutory language; the proposed amendments make the policy revert back to the former residency requirements. The campus residency officers met to discuss issues and concerns that had arisen during the 2007-2008 academic year and to discuss amendments necessary to ensure accurate and consistent implementation across USHE institutions. The proposed amendments were based on feedback received at that meeting. **Chair Atkin moved approval of the proposed amendments to Policy R512. Vice Chair Holbrook seconded the motion, which carried unanimously.**

Regents' Policy R609, Regents' Scholarship (Tab R). Chair Jardine pointed out this policy was proposed to comply with the action taken by the 2008 Legislature to create a Regents' Scholarship program (S.B. 180). He noted that there were two parts to the Regents' Scholarship, both of which are tied to completion of the Utah Scholars core course of study. Students who complete the Utah Scholars core with a 3.0 GPA or better qualify for a base \$1000 scholarship award. Students who complete the Utah Scholars core with a 3.5 GPA or higher and a 2.6 on the ACT qualify for an Exemplary Academic Achievement Award, which provides 75 percent of tuition for two years at a Utah higher education institution. Actual experience will likely show that adjustments will need to be made from time to time. Assistant Commissioner Doty will note the specific exceptions requested and come back to the Board with recommendations. Staff was directed not to exclude people this scholarship was intended to help by limiting the criteria unduly. Dr. Doty said another area of concern is the foreign language requirement. Some students take a foreign language in the 8<sup>th</sup> grade; staff will look at that criteria as well. He thanked Melissa Miller Kincart and Carrie Beckman for their massive effort with this program. He also thanked the Legislature for enabling this scholarship program. Chair Jardine said the Regents do not expect this program to stack onto the New Century Scholarship. Regent Holbrook expressed appreciation to Senator Lyle Hillyard for carrying the bill during the 2008 Legislative General Session. Regent Karras requested assurance that the rigor of curriculum would not be diluted. Chair Jardine said the committee had agreed unanimously on that point. **Chair Jardine moved approval of Regents' Policy 609, Regents' Scholarship. The motion was seconded by Regent Holbrook and adopted unanimously.**

Campus Retention Plan Reports – Weber State University and Utah State University (Tab S). Chair Jardine noted the committee had asked institutions to report last year on their efforts to provide more experiences to promote diversity on campus. This year, the Regents' emphasis is on retention. The first retention reports were given at this meeting by officials from Weber State University and Utah State University. Both institutions gave excellent reports, which provoked a thoughtful discussion. The committee concluded that reasons for lack of retention must be identified. WSU officials pointed out they test incoming freshmen to make sure students are not placed in a class where they are set up to fail. The committee invited recommendations from the institutions and from the Regents. Chair Jardine complimented the two institutions for their efforts. An interesting fact that came out in the two reports was that only 30 percent of high school seniors had submitted an application for school next fall. Many just show up the day before school starts. Regent Cespedes asked if data was being collected. Chair Jardine responded that groups are being identified and targeted for enrollment and retention.

Report on the Education Systems for the 21<sup>st</sup> Century Legislative Task Force (Tab T). Commissioner Buhler reported that the UCAT Board of Trustees had proposed a change in UCAT's mission. They would like to be able to offer credit and also to form their own board and not be under the governance of the Board of Regents. In its most recent meeting, the Task Force charged the Commissioner, President White and both boards to come up with an acceptable solution. Regent Jordan pointed out the Regents had always drawn a line regarding credit for UCAT institutions. Commissioner Buhler said he was optimistic about finding a solution with which both boards can agree. The common goal is to ensure that students have opportunities to get credit if they desire credit and to get the training necessary to enable them to get a job that will support them.

Report on the Governor's Globally Competitive Workforce Steering Committee (Tab U). Chair Jardine asked Presidents Millner and Sederburg to report on the Higher Education and Economic Development Summit they had coordinated the previous day. President Millner said President Sederburg wanted to get the presidents together to discuss the best way to address best practices in meeting economic workforce needs in their respective communities. A summit was held and keynote speakers shared their experiences of engaging in the process of

advancing economic possibility. There was general agreement that the institutions need to be engaged with the other stakeholders in advancing a statewide strategy for advancing economic development and possibility. She expressed appreciation to Regent Holbrook for her attendance at the meeting.

President Bioteau said in some states, higher education institutions are integral to economic development. The presidents decided to be pro-active in taking leadership to engage stakeholders around clusters, based on regions and institutions, to discuss issues of economic development and industry. The summit earlier this week was only the beginning.

President Sederburg reported the themes which emerged were: (1) the need to listen to what the state needs and to offer to partner in meeting those needs, and (2) the need to break down barriers and work collectively. President Benson said the presidents would like to make a presentation to the Regents at a future Board meeting. Much progress has been made. All institutions were very supportive of USTAR. President Sederburg apologized to the Regents for the late notice in letting them know of the summit.

Report of Regents' Strategic Planning Working Group (Tab V). Regent Morgan reported on behalf of Regent Zenger and former Commissioner Kendell. The group is moving on to the second phase of the plan and the appointment of working groups. There has been some discussion about whether the Governor's Task Force pre-empted one of the focus groups. The first theme identified by the group was the need to invest in human capital and economic development. Regent Morgan commended the Presidents for their efforts in this regard. Regent Holbrook remarked that synchronicity was taking place with economic development. Regent Morgan said the group had set a very aggressive timeline and had recommended that appointments be made in June, with a report to the Board in October and a final report in November.

Regent Morgan said there was some controversy about the adequacy of state demographic projections. Pam Perlich is working with the Governor's Office so that data on enrollment projections will be accurate. President Millner recommended including appropriate stakeholders in those discussions.

Regent Karras pointed out the assignments would require great time and effort by the Commissioner's staff. Commissioner Buhler said he had a great staff, but it will be a busy summer. Staff will be used as necessary to fill the Regents' needs. He anticipated hiring a Director of Institutional Research shortly. Regent Karras recommended hiring some interns and/or getting help from the institutions to gather and analyze the data.

Regent Jardine reflected that he had given his copy of the 1986 State Board of Regents Master Plan to Regent Morgan, who was the original owner of the manual.

Chair Pitcher thanked Chair Jardine for all of his efforts during his 12-year term as a Regent and the many years before that as a member and chair of the University of Utah Board of Trustees. Regent Jardine will be greatly missed.

**On motion by Regent Atkin and a second by Regent Morgan, the following items were approved on the Regents' General Consent Calendar (Tab W):**

- A. Minutes – Minutes of the Regular Board Meeting held April 18, 2008, 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 – U.S. Department of the Army, Office of Chief of Engineers; "Precision Weapons Platform (PWP) for an Autonomous Rotorcraft Sniper System (ARSS)"; \$1,012,000. Duane Hill, Principal Investigator.

#### Report of the Commissioner

Commissioner Buhler noted President Young was in Japan as a guest of the Ministry of Trade and Industry. He was invited to be a featured speaker on American higher education. President Albrecht was a guest of NASA in Florida for a shuttle launch. The Commissioner welcomed Assistant Commissioner Jenkins and introduced Darren Marshall, the new Audit Manager.

Joint Meetings in July. Commissioner Buhler said the Board of Regents would meet at SUU on July 10 and 11. The agendas for the meetings on July 10 were prepared by legislative staff and will include the State Board of Education, Public and Higher Education Appropriations Subcommittees, and Education Interim Committee, in addition to the State Board of Regents. The legislators will meet first with the State Board of Education and the Superintendent's staff. A joint meeting of all three groups will feature a keynote address by Dr. Kim Clark, President of BYU-Idaho. The legislators will meet with the State Board of Regents and Presidents Thursday afternoon. The regular Board of Regents meeting will take place on Friday morning, July 11. Commissioner Buhler remarked that this would be an important meeting.

Commencement. Commissioner Buhler thanked the Regents for attending commencement exercises at the various institutions. He said he had enjoyed graduation exercises at four institutions. It was gratifying to see the success of our students. He thanked the Presidents, faculty and others who make this possible every year.

#### Report of the Chair

Chair Pitcher noted the official portrait of President Young would be unveiled on June 9. Regent Jardine will be speaking at the event. He referred to the article in the Regents' folders about Associate Commissioner Lucille Stoddard and her husband, Frank Ferguson, from the UVSC Alumni Magazine.

#### Adjournment

Regent Reid moved that the Regents go into closed session to discuss personnel issues (reports of the Resource and Review Teams) and possible real estate transactions. Regent Holbrook seconded the motion, which was adopted unanimously. The Regents moved into closed session at 12:00 noon and adjourned from there at 2:15 p.m.

---

Joyce Cottrell CPS  
Executive Secretary

---

Date Approved

July 2, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Joint Meeting of Legislators, Public and Higher Education

The following committees of the Legislature are scheduled to meet Thursday, July 10 from 8:30a.m.-4:30 p.m. in the R. Haze Hunter Conference Center at Southern Utah University:

Public Education Appropriations Subcommittee  
Higher Education Appropriations Subcommittee  
Education Interim Committee

The purpose of the meeting is to discuss several public and higher education topics presented by Legislative staff, the Utah State Board of Education, and the State Board of Regents. The Board of Regents and USHE Presidents are invited to participate. A discussion of higher education issues will begin at 11:15 a.m. The agenda is attached.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/STJ  
Attachment

## MEMORANDUM

July 1, 2008

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University—Bachelor of Science Degree in Athletic Therapy

### Issue

Weber State University requests approval to offer a Bachelor of Science Degree in Athletic Therapy, effective winter, 2009. The request for this Degree was approved by the institution's Board of Trustees April 8, 2008. The Regents' Program Review Committee approved the program to go forward on June 3, 2008.

### Background

The proposed Athletic Training Education Program at Weber State University currently offers two academic tracks—the Clinical Track and the Scientific Track. The Clinical Track is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares students to sit for the Board of Certification examination to become certified and licensed athletic trainers. The Scientific Track is designed for pre-professional students who plan to attend graduate school in an allied health care field such as physical therapy, occupational therapy, physician assistant, and/or medicine.

Students in the Scientific Track are not eligible to sit for the Board of Certification examination to become certified athletic trainers, but they will be very well prepared to enter a variety of allied health care professional preparation programs. Students in this program will learn how to prevent, evaluate, and manage musculoskeletal injuries and general medical conditions sustained during sports and physical activities.

The Scientific Track was approved by the Regents in spring of 2005. In the two years since that approval, approximately 100 students enrolled in the program; also, students graduating from this track have experienced a 100 percent acceptance rate to professional schools and/or professional employment. Some of these schools are Utah State University, University of Nevada-Las Vegas, Baylor University, Yale University and George Washington University.



To be eligible for CAATE accreditation, Weber State cannot offer two academic tracks under the Athletic Training major. Therefore, the Scientific Track has been separated into a distinct degree. This track, as can be seen by the data, is serving students well.

#### Policy Issues

All USHE institutions were supportive of this program. At this time, Weber State has a substantial number of students already in the pipeline for the scientific track. The preparation for graduate school and for employment is proven, and the Degree is compatible with Weber's mission and roles.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Weber State University to offer the Bachelor of Science Degree in Athletic Therapy, effective Winter Semester 2009.

---

David L. Buhler, Interim Commissioner

DLB/LS/HN  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to offer a Bachelor of Science in Athletic Therapy

Weber State University

Prepared for:  
David L Buhler  
By  
Lucille Stoddard

July 1, 2008

## **Section I: The Request**

Weber State University requests approval to offer the Bachelor of Science in Athletic Therapy effective Winter 2009. This program has been approved by the institution's Board of Trustees 8 April 2008.

## **Section II: Program Description**

### **Complete Program Description**

The Athletic Training Education Program at Weber State University currently offers two academic tracks: the Clinical Track and the Scientific Track. The Clinical Track is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares students to sit for the Board of Certification (BOC) examination to become certified and licensed athletic trainers. The Scientific Track is specifically geared for pre-professional students who plan on attending graduate school in an allied health care field such as, but not limited to physical therapy, occupational therapy, physician assistant, and/or medicine. Graduates of the Scientific Track are not eligible to sit for the BOC examination to become certified athletic trainers; however, they will be well prepared to enter a variety of allied health care professional preparation programs.

The Scientific Track of the Athletic Training major received approval from the Board of Regents in the Spring of 2005. In only two years, the program has enjoyed tremendous popularity and enrollments. There are approximately 100 students enrolled in the Scientific Track of the Athletic Training major. This does not include Clinical Track students who are also completing the Scientific Track requirements in order to continue their educational endeavors.

Students graduating from the Scientific Track of the Athletic Training major have been very successful in gaining acceptance to professional graduate schools. As of the spring of 2008, the program has a 100% acceptance rate to physical therapy and other professional schools and/or professional employment. Nine students were accepted to graduate physical therapy programs (e.g. University of Utah, Idaho State University, University of Nevada-Las Vegas, Regis College, Baylor University, and St. Augustine). One accepted full-time employment outside of health care. The last student is in the process of applying to Physician Assistant programs. In the class graduating in 2007-08, many students have received multiple acceptances to graduate professional programs in physical therapy and physician assistant programs. Two students were accepted to graduate physician assistant programs at Yale University, George Washington University, University of Utah, and Arcadia University.

The Athletic Training faculty learned during their CAATE site visitor training that the Scientific Track of the Athletic Training major was most likely in non-compliance with accreditation standards because we currently offer two academic tracks under the Athletic Training major. After returning to WSU, the AT faculty requested a formal opinion from the CAATE on this issue so that it could be addressed prior to the program's Fall 2008 accreditation site-visit. On October 17, 2007, the Athletic Training Education Program was informed by the CAATE that the Clinical Track of the Athletic Training major was in non-compliance with current accreditation standards due to the existence of the Scientific Track of the Athletic Training major. They stated:

"Academic majors offered by an institution, other than the Athletic Training major, are outside the purview of the CAATE. Since it appears that your institution has two tracks within the one athletic training academic major, the CAATE believes that this situation is non-compliant with the Standards and could lead to

misrecognition of both the CAATE-accredited program, as well as the other program that is not accredited. It is within the institution's purview to offer another major in Athletic Training, which must be separately coded at your institution and advertised, but it cannot offer two tracks within the one athletic training major which is under the purview of the CAATE. If the institution follows this resolution, the non-CAATE major in Athletic Training must be delineated uniquely within the institution (e.g. separate academic codes), and the advertisement of this academic major also must be done to distinctly separate it from the CAATE-accredited major. While the CAATE cannot mandate not using the title Athletic Training for the non-CAATE major, we encourage you to investigate your state practice act to ensure that it is legal, by state practice statute, for you to use the term "athletic training" in any way other than the method by which to educate (via CAATE accreditation) Athletic Trainers."

The only viable alternative to restore compliance and maintain CAATE accreditation within the current Clinical Track of the Athletic Training major is to eliminate the Scientific Track. However, because of the popularity of the Scientific Track of the Athletic Training major and the overwhelming success of its graduates, Weber is proposing to simply rename the Scientific Track, allowing it to stand alone as its own major. Failure to convert the Scientific Track to a standalone major will result in the complete elimination of the Scientific Track. This would cause the College of Education and the Department of Health Promotion and Human Performance to lose approximately 100 full-time students.

Because of the confusion that could potentially result from two separate majors at Weber State University with the same title, "Athletic Training", the Scientific Track of the Athletic Training Major will be given a new name, Athletic Therapy. "Athletic Therapy" was selected after reviewing an extensive list of the names of majors in the area of Sports Medicine, Athletic Training, and Exercise Science. The Athletic Training faculty consulted with other faculty on campus, namely Barbara Trask who advises many pre-professional students who major in the College of Science, as well as Sam Zeveloff, Chair of Zoology. The WSU team physician and Athletic Training Education Program medical director, Dr. Stephen Scharmann were also consulted. Considerable discussion and research was also done within the Department of Health Promotion and Human Performance. All parties agreed that Athletic Therapy was the most appropriate title and represented the mission of the new major.

Athletic Therapy is a term allowing for flexibility within the curriculum, while still providing an accurate description of the content delivered within the major. The study of athletic therapy involves applying the medical and scientific principles to the prevention, evaluation, rehabilitation, and/or conditioning of the physically active. It is an academic term commonly used in Canada to describe a course of study that combines academic components of health, wellness, and human movement to the prevention, assessment, management and rehabilitation of athletic injuries. These programs are designed to prepare students for graduate studies in professional preparation programs such as physiotherapy (physical therapy), chiropractic, and medicine, much like the proposed Athletic Therapy major. The Canadian Athletic Therapy curriculum is so similar to that of the Athletic Training curriculum in the United States that the U.S. Board of Certification (BOC) allows Canadian Athletic Therapists automatic eligibility to sit for the BOC certification exam and become Certified Athletic Trainers.

Athletic Therapy is also the professional name used by the Canadian Athletic Therapy Association (CATA), whose goals are to deliver the highest quality care to active individuals through injury prevention and rehabilitative techniques. The World Federation of Athletic Training and Therapy, an international association of health care professionals, also uses the term athletic therapy to describe health care professionals (i.e., individuals found in hospitals, clinics, industrial and commercial setting) who manage and rehabilitate injuries resulting from physical activity and sport. Finally, the term "Athletic Therapy" can be

found in the journal, Athletic Therapy Today, the professional journal of the Canadian Athletic Therapy Association, designed for athletic trainers and other sports-medicine specialists. This journal is widely distributed, read, and contributed to in the United States as well. In addition, the National Athletic Trainers' Association considered changing the profession of "Athletic Training" to "Athletic Therapy" less than ten years ago, because it is possibly a better descriptor of the profession.

The Athletic Therapy major includes coursework in anatomy, physiology, exercise physiology, kinesiology, injury prevention, orthopedic injury assessment, injury rehabilitation, therapeutic modalities, and general medical conditions. Students will learn how to prevent, evaluate, and care for musculoskeletal injuries and general medical conditions sustained during sports and physical activities. The major also provides the opportunity for students to meet specific pre-requisite requirements for graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

The proposed new program name will be the Bachelor of Science in Athletic Therapy. The BS in Athletic Therapy courses will be offered primarily during the day with several evening course sections being offered. The proposed BS in Athletic Therapy curriculum will remain unchanged from that of the current Scientific Track which requires a total of 120 credit hours, with a minimum of 66 (66-68) required credits, 40 of which must be upper division (courses numbered 3000 and above). (See Appendix A for a list of all program courses.) Students identifying themselves as BS in Athletic Therapy students as freshman can complete the degree in 4 years.

Because this requires a change in name and status only (i.e., Scientific Track of the Athletic Training major to BS in Athletic Therapy), no new courses will be created and no new faculty will be needed at this time.

Degree: Bachelor's Degree in Athletic Therapy

A total of 120 credit hours is required for graduation - 40 of which must be upper division (courses numbered 3000 and above).

General Education Courses

Refer to General Requirements for Bachelor of Science requirements.

Course Requirements for BS in Athletic Therapy Degree

Required Courses (66-68 credit hours)

- HLTH SS1030 Healthy Lifestyles (3)\*
- ZOOL 2100 Human Anatomy (4)
- ZOOL 2200 Human Physiology (4)
- PSY SS1010 Introductory Psychology (3)\*
- PEP SI3600 Measurement for Evaluation and Research (3)\*
- NUTR LS1020 Foundations in Nutrition (3)\*
- HLTH/AT 2300 Emergency Response (3)

- PEP SI3500 Kinesiology (3)\*
- PEP 3510 Exercise Physiology (3)
- HTHS 2240 Intro to Pharmacology (3)
- PSY 3010 Abnormal Psychology (3)
- AT 2430 Prevention and Care of Musculoskeletal Injuries (3)
- AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
- AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
- AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)
- AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (3)
- AT 4550 General Medical Conditions and Advances in Athletic Training (3)
- AT 4600 Administration & Management in Athletic Training (3)
- PEP 4890 Cooperative Work Experience (4-6)

\*Note: These courses also fulfill General Education requirements.

#### Electives

- AT 4800 Individual Projects (1-4)

#### Purpose of Degree

The Weber State University Department of Health Promotion and Human Performance proposes to offer a Bachelor's of Science in Athletic Therapy. Students entering this degree program will learn how to prevent, evaluate, and manage musculoskeletal injuries and general medical conditions sustained during sports and physical activities. The major will provide the opportunity for students to meet specific pre-requisite requirements for professional graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

#### Institutional Readiness

The proposal for a BS in Athletic Therapy is a request for a change in name and degree status only. The Department of Health Promotion and Human Performance currently has the faculty/staff and other necessary resources to offer the BS in Athletic Therapy degree. The WSU Athletic Training Education Program presently has 2 doctorally qualified faculty, with a third doctorally qualified faculty starting July 1, 2008. Our current library holdings together with the availability to electronic and other information resources are sufficient for student use. The degree will be housed within the existing Department of Health Promotion and Human Performance and will have no impact on administrative structures and no new

organizational structures will be needed to deliver the program. Students within the BS in Athletic Therapy program will continue to utilize the newly renovated Swenson Building within the Stromberg Complex and will still interact with the Athletic Training majors on a daily basis.

Students enrolled in the proposed BS in Athletic Therapy will continue to benefit from and utilize the recent facility renovation of the Stromberg Complex--approximately \$7 million from the legislature and approximately \$3 million from private donors. BS in Athletic Therapy students will continue to enjoy the Athletic Training laboratory classroom comprised of approximately 1,000 square feet of combined classroom and laboratory space with an additional 500 square foot hydrotherapy room. The students will have the opportunity to learn with \$120,000 worth of state-of-the-art athletic training equipment, including a SwimEx Hydrotherapy pool, electrical stimulation/ultrasound combination units, a lumbar/cervical traction unit, and a shortwave diathermy unit. It is one of the best equipped athletic training classrooms in the nation. These facilities will be used for classroom instruction and conducting undergraduate research. The entire facility will provide superior educational opportunities and will be a powerful recruiting tool for attracting new students. Currently Scientific Track students spend on average 10-12 hours per week engaged in didactic and laboratory work in the Athletic Training laboratory. This will continue to be the same for students enrolled in the BS in Athletic Therapy.

Student enrolled in the BS in Athletic Therapy will also continue to enjoy access to the biochemistry/nutrition laboratory and health promotion stress laboratory as students enrolled in degree support courses. These laboratories are currently offered to student in the current Scientific Track. The biochemistry/nutrition laboratory is equipped with over \$50,000 in laboratory equipment that includes: centrifuges, fume hoods, colorimetric assay readers, and ultra-low freezers for long term storage of tissue samples. This lab has the capability to measure targets such as proteins, fats, enzymes, and sugars in blood, saliva, urine, muscle, and other types of tissues. This laboratory will give investigators the ability to research many chronic diseases such as heart disease and diabetes, research athletic injury etiology and pain, and the ability to engineer athletic performance at the molecular level. This lab enhances molecular research in chronic disease, athletic training, and athletic performance at Weber State University.

The health promotion stress laboratory is equipped with visual imagery devices, inversion traction tables, and auditory equipment to promote relaxation. This laboratory is open for student and staff use.

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

## **Faculty**

The BS in Athletic Therapy will be housed in the Department of Health Promotion and Human Performance in the Jerry & Vickie Moyes College of Education at Weber State University. The full-time athletic training faculty have developed and taught the proposed BS in Athletic Therapy curriculum. The curriculum for the BS in Athletic Therapy will mimic the Athletic Training didactic curriculum which is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The core AT faculty will include Valerie Herzog, EdD, ATC, David Berry, PhD, ATC, and Jennifer Hamson-Utley, PhD, ATC (beginning July 1, 2008). All faculty members have significant experience in athletic training education and as clinicians, with specific experiences in public and private high schools, colleges and universities, and sports medicine orthopedic rehabilitation facilities. Additionally, these faculty members

have teaching, practical hands-on experience, and research experience in the athletic training profession. All have agreed to teach courses in the proposed BS in Athletic Therapy program.

The current adjunct faculty who teach core athletic training courses will continue to teach in the BS in Athletic Therapy program and their teaching responsibilities will not increase. The number of courses taught by adjuncts in the BS in Athletic Training will remain the same. The current adjunct faculty who teach support courses within the current Scientific Track of the Athletic Training major will continue to teach in the BS in Athletic Therapy program and their teaching responsibilities will not increase. The number of support courses taught by adjuncts in the BS in Athletic Training will remain the same as we are not adding any additional courses or curriculum requirements. (See Appendix C for a full list of faculty in the Department of Health Promotion and Human Performance who will continue to teach this curriculum).

### **Staff**

The faculty will continue to utilize the secretarial and administrative support provided by the Department of Health Promotion and Human Performance. The BS in Athletic Therapy does not anticipate any additional secretarial needs as the proposal is for a change in degree name and status only.

### **Library and Information Resources**

The current library holdings, including access to electronic resources are adequate for the BS in Athletic Therapy. The Athletic Therapy faculty will continue to work with the Librarian for the College of Education, to expand holdings relative to content focusing on athletic therapy, athletic training, and sports medicine. In addition to the library resources, students will have access to the Athletic Therapy faculty personal library collections.

### **Admission Requirements**

The proposed BS in Athletic Therapy major will provide the opportunity for students to meet specific pre-requisites requirements for professional graduate studies in areas such as physical therapy, occupational therapy, physician assistant, and/or medicine.

Admission to the degree program requires formal acceptance to Weber State University. Students then formally declare Athletic Therapy as an intended major with the Department of Health Promotion and Human Performance advisement coordinator. This is consistent with the current admission policy for students enrolled in the Scientific Track of the Athletic Training major. A minor is not required. Students must maintain a minimum cumulative GPA of 2.50 and earn a "C" or better in all required courses to be retained within the major. These guidelines are the same as the current Scientific Track of the Athletic Training major.

### **Student Advisement**

Students enrolled in the BS in Athletic Therapy will continue to be formally advised by the Department of Health Promotion and Human Performance advisement coordinator. The Department of Health Promotion and Human Performance advisement coordinator currently advises the Athletic Training Scientific Track students. The Athletic Therapy Program Director will also act as a professional advisor to the proposed BS in Athletic Therapy students and will engage in dialogue when necessary regarding academic, clinical placements, and/or personal or professional issues.



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

The BS in Athletic Therapy will have the exact same curriculum and graduation requirements as the current Scientific Track of the Athletic Training major. The proposal for BS in Athletic Therapy will not exceed 126 credit hours. The proposed curriculum will consist of 66-68 core credit hours, 15 of which count toward general education requirements. These courses include: HLTH SS1030 Healthy Lifestyles (3 cr), PSY SS1010 Introductory Psychology (3 cr), PEP SI3600 Measurement for Evaluation and Research (3 cr), NUTR LS1020 Foundations in Nutrition (3 cr), and PEP SI3500 Kinesiology (3).

### **External Review and Accreditation**

The proposal for BS in Athletic Therapy will not be subject to any formal external review or accreditation body. The current Scientific Track of the Athletic Training curriculum has demonstrated academic success with 100% acceptance rate into professional graduate programs for those students applying to these programs.

### **Project Enrollment**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 100               | 9            | 11:1                     | N/A                       |
| 2    | 100               | 9            | 11:1                     | N/A                       |
| 3    | 100               | 9            | 11:1                     | N/A                       |
| 4    | 100               | 9            | 11:1                     | N/A                       |
| 5    | 100               | 9            | 11:1                     | N/A                       |

### **Expansion of Existing Program**

This change is not an expansion of the program. WSU is simply changing a track of one major into an independent major.

## **SECTION III: Need**

### **Program Need**

Over just the past few years, with no formal marketing, the Scientific Track of the Athletic Training major has enjoyed tremendous growth, popularity, and successful placement of its graduates. Should the track be eliminated without the replacement of the Athletic Therapy major, approximately 100 students would be lost, in addition to the loss of future potential students.

### **Labor Market Demand**

As mentioned previously, graduates of the Scientific Track of the Athletic Training major have had a 100% placement rate in graduate physical therapy and physician's assistant programs across the country. These programs require students to complete an undergraduate degree prior to beginning the graduate professional programs, although students have freedom to choose a variety of academic majors. Students at Weber State University have found that the coursework in the Scientific Track of the Athletic Training major prepares them well for both entrance into these graduate programs and for the rigor of graduate education.

The Athletic Therapy major is flexible enough to allow students to take the pre-requisite courses for their graduate program of choice. These students typically complete a year of chemistry, a year of physics, and trigonometry, although the exact courses chosen vary somewhat based upon the individual requirement of each graduate academic program. Should the market change, students could simply choose to complete different pre-requisite courses to meet the market demand.

The job market for physical therapists is very promising. According to the U.S. Department of Labor, Bureau of Statistics, the job outlook for physical therapists is expected to grow much faster than average, with projections of 27% growth from 2006 to 2016. "The impact of proposed Federal legislation imposing limits on reimbursement for therapy services may adversely affect the short-term job outlook for physical therapists. However, the long-run demand for physical therapists should continue to rise as new treatments and techniques expand the scope of physical therapy practices. Moreover, demand will be spurred by the increasing numbers of individuals with disabilities or limited function. Median annual earnings of physical therapists were \$66,200 in May 2006. The middle 50 percent earned between \$55,030 and \$78,080. The lowest 10 percent earned less than \$46,510, and the highest 10 percent earned more than \$94,810."

Similarly, the job outlook and demand for physician assistants is favorable. According to the same source, the job outlook for the physician assistants is also expected to grow much faster than the average as health care establishments increasingly use physician assistants to contain costs. Job opportunities for PAs should be good, particularly in rural and inner city clinics, as these settings typically have difficulty attracting physicians. Median annual earnings of wage-and-salary physician assistants were \$74,980 in May 2006. The middle 50 percent earned between \$62,430 and \$89,220. The lowest 10 percent earned less than \$43,100, and the highest 10 percent earned more than \$102,230.

### **Student Demand**

The student demand for this curriculum is already well documented by the current enrollment in the Scientific Track of the Athletic Training major. In only three years, with no formal marketing, the enrollment has grown to approximately 96 students. Based on the 100% graduate placement rate, it is highly probable that the current enrollment will be maintained and will most likely continue to grow.

Also the increase in the popularity of the Scientific Track in the Athletic Training has not impacted the BS in Athletic Training Clinical track. Overall enrollment for the Clinical Track is at 40 students which is limited by the availability of qualified clinical education affiliations.

### **Similar Programs**

There are no other Athletic Therapy majors in Utah or in the surrounding states. However, the curriculum is similar to the CAATE-accredited Athletic Training majors at Weber State University, the University of Utah, Southern Utah University, and Brigham Young University. Prospective students specifically choose the Scientific Track of the Athletic Training major at Weber State University because of the flexibility it provides them in preparing for graduate school. All CAATE-accredited athletic training education programs have extensive clinical hour requirements ranging from 50 to 200 required clinical hours per semester. The Scientific Track of the Athletic Training major, and the new proposed BS in Athletic Therapy major, only require students to complete an internship during one semester as all graduate professional programs require some form of student internship within the desired degree program a student is seeking. This frees up the student's time to complete the additional pre-requisites required for graduate school and work in one's chosen field as an aide, which is also typically required for entrance to graduate professional programs.

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

The Scientific Track of the Athletic Training major at Weber State University has been in place for three years. During this time, no impacts with other USHE institutions were reported from any other program or university in Utah. Therefore, because no change is being made to the curriculum, it is not anticipated that the new BS in Athletic Therapy major will have any impact on USHE institutions either.

### **Benefits**

The main benefit to creating the new BS in Athletic Therapy major will be preventing the loss of approximately 100 students to the College of Education and the Department of Health Promotion and Human Performance. Because of the accreditation requirements of the Clinical Track of the Athletic Training major, the Scientific Track must be eliminated. Renaming the track as a free-standing major will allow Weber State University to maintain the exact current curriculum of the current Scientific Track in the Athletic Training major. The curriculum can then continue to serve those students who desire a curriculum which prepares them for graduate professional study.

### **Consistency with Institutional Mission**

The proposed BS in Athletic Therapy is very consistent with Weber State University's mission of providing instructional programs designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world. Students graduating from the Scientific Track of the Athletic Training major have experienced great success and demonstrate 100% graduate school acceptance for those applying for admission.

The structure of the BS in Athletic Therapy and the interaction between the Athletic Therapy and Athletic Training majors allows students to transcend disciplinary boundaries and allows students with different professional goals to gain greater appreciation for the capability of each profession. This, too, is consistent with the mission of the University.

Finally, given the Bureau of Labor employment statistics, the BS in Athletic Therapy in collaboration with the experiences at Weber State University and within the community is serving to prepare students to attend graduate professional programs. Once these programs have been completed, graduates of the BS in Athletic Therapy will now function to fill a variety of allied health care positions which serve the public and aid in stimulating economic growth within the State of Utah.

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

### **Program Assessment**

The Weber State University BS in Athletic Therapy will use several assessment tools to evaluate the quality of individual courses and instructors, the quality of the internships and clinical affiliations, the satisfaction of the students in the program, the performance of each student following each clinical rotation, and the satisfaction with the education provided by the graduates. The Athletic Therapy Program Director will also continue to track the students' acceptance rate into professional graduate schools and/or employment.

The following form will continue to be completed by each student towards the end of each academic course.

1. HPHP Course Evaluation (for courses taught in the Department of HPHP)

The following forms will continue to be completed by each student during and following an internship:

1. Orientation and Initial Impression Report
2. Internship Description
3. Expectations
4. Status Report
5. Evaluation of Internship Experience Report

The following form will continue to be completed by each student's internship instructor:

1. Intern Performance Evaluation

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

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

Approximately 8-10 months following graduation, each graduate will be sent the following new form for completion:

1. Athletic Therapy Alumni Survey

Additional Outcomes Data:

1. The Athletic Therapy Program Director will continue to track are graduate placement data, indicating where are graduates placed either in jobs or graduate school.
2. The Program Director will also track the graduation/attrition rate.

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

### **Expected Standards of Performance**

The standards and competences required of the proposed BS in Athletic Therapy will be similar with those identified and utilized in the CAATE accredited Athletic Training Education Program, as the same core courses are required of both bachelor degree programs. Students in the proposed BS in Athletic Therapy, like the current students in the Scientific Track of the Athletic Training major sit together in the classes with the Athletic Training Clinical Track students. This will offer students in both degree programs the opportunity to learn from each others' personal and professional experiences. The difference between the proposed BS in Athletic Therapy and BS in Athletic Training revolves around substituting clinical courses in the BS in Athletic Training for pre-requisites necessary for the graduate professional program and an internship in the student's chosen field.

Core Athletic Therapy courses will include a variety of assessment strategies to ensure student learning. All courses consist of several unit exams and a final written examination. Courses with a lab component will include unit exams and a final oral/practical examination to ensure clinical competence. A majority of the courses also involve a writing and/or research component to assess students' critical thinking and written communication skills.

## SECTION V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 65       | 65       | 65       | 65       | 65       |
| Cost Per FTE              | 10184    | 10483    | 10798    | 11109    | 11435    |
| Student/Faculty Ratio     | 11       | 11       | 11       | 11       | 11       |
| Projected Headcount       | 100      | 100      | 100      | 100      | 100      |
|                           |          |          |          |          |          |
| <b>Project Tuition</b>    |          |          |          |          |          |
| Gross Tuition             | 195000   | 195000   | 195000   | 195000   | 195000   |
| Tuition to Program        | 195000   | 195000   | 195000   | 195000   | 195000   |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 450000   | 463500   | 477405   | 491727   | 506478   |
| Benefits                  | 198000   | 203940   | 210058   | 216359   | 222850   |
| Total Personnel           | 648000   | 667440   | 687463   | 708087   | 729329   |
| Current Expense           | 3000     | 3000     | 3000     | 3000     | 3000     |
| Travel                    | 10000    | 10000    | 10000    | 10000    | 10000    |
| Capital                   | 0        | 0        | 0        | 0        | 0        |
| Library Expense           | 1000     | 1000     | 1000     | 1000     | 1000     |
| Total Expense             | \$662000 | \$681440 | \$701463 | \$722087 | \$743329 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 0        | 0        | 0        | 0        |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | \$662000 | \$681440 | \$701463 | \$722087 | \$743329 |
| Tuition to program        | 0        | 0        | 0        | 0        | 0        |
| Fees                      | 0        | 0        | 0        | 0        | 0        |
| Total Revenue             | \$0      | \$0      | \$0      | \$0      | \$0      |
|                           |          |          |          |          |          |
| <b>Difference</b>         |          |          |          |          |          |
| Revenue-Expense           | \$0      | \$0      | \$0      | \$0      | \$0      |

**Budget**

Salaries and benefits were increased 3% per year to account for typical annual raises. All of these faculty and resources are currently in place. Changing this track to a major will not result in any additional expenses. All of the faculty teach in the Athletic Training major, in both the clinical and scientific tracks. Three of the faculty teach solely in the Athletic Training major, while the other six teach the majority of their classes in other programs including Health Promotion, Human Performance Management, and Nutrition. Therefore, the salaries and expenses do not relate exclusively to this track/new major.

There are approximately, 60 clinical track students and 100 scientific track students for a total of 160 students in the Athletic Training major. Therefore, a ratio of 100/160 was used to calculate FTE enrollment projections.

Several of the required courses in the Scientific Track/new Athletic Therapy major are outside of the Athletic Training Program and others are outside of the department and college.

**Funding Sources**

All funds will come from reallocation of funds.

**Reallocation**

All funds will be reallocated from the current Scientific Track of the Athletic Training major to the new Athletic Therapy major.

**Impact on Existing Programs**

No other programs will be affected.

## Appendix A: Program Curriculum

### All Program Courses

| Course Prefix & Number        | Title                                                              | Credit Hours |
|-------------------------------|--------------------------------------------------------------------|--------------|
| Core Courses                  |                                                                    |              |
| AT 2300                       | Emergency Response                                                 | 3            |
| AT 2430                       | Prevention and Care of Musculoskeletal Injuries                    | 3            |
| AT 3300                       | Evaluation and Care of Musculoskeletal Injuries: Lower Extremities | 3            |
| AT 3301                       | Evaluation and Care of Musculoskeletal Injuries: Upper Extremities | 3            |
| AT 4100                       | Basic Therapeutic Modalities for Musculoskeletal Injuries          | 3            |
| AT 4101                       | Advanced Therapeutic Modalities for Musculoskeletal Injuries       | 3            |
| AT 4200                       | Basic Rehabilitation of Musculoskeletal Injuries                   | 3            |
| AT 4201                       | Advanced Rehabilitation of Musculoskeletal Injuries                | 3            |
| AT 4550                       | General Medical Conditions and Advances in Athletic Training       | 3            |
| AT 4600                       | Administration and Management in Athletic Training                 | 3            |
| PEP 4890                      | Cooperative Work Experience                                        | 4-6          |
| HLTH SS1030*                  | Healthy Lifestyles                                                 | 3            |
| ZOOL 2100                     | Human Anatomy                                                      | 4            |
| ZOOL 2200                     | Human Physiology                                                   | 4            |
| PSY SS1010*                   | Introductory Psychology                                            | 3            |
| NUTR LS1020                   | Foundations in Nutrition                                           | 3            |
| PEP SI 3600*                  | Measurement and Evaluation                                         | 3            |
| PEP SI3500*                   | Kinesiology                                                        | 3            |
| PEP 3510                      | Exercise Physiology                                                | 3            |
| HTHS 2240                     | Introduction to Pharmacology                                       | 3            |
| PSY 3010                      | Abnormal Psychology                                                | 3            |
|                               | <b>Sub-Total</b>                                                   | 66-68        |
| Elective Courses              |                                                                    |              |
| AT 4800                       | Individual Projects                                                | 1-4          |
|                               | <b>Sub-Total</b>                                                   | 1-4          |
| Track/Options (if applicable) | None                                                               |              |
|                               | <b>Sub-Total</b>                                                   | 0            |
|                               | <b>Total Number of Credits</b>                                     | 57-59        |

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

No new courses will need to be added for the creation of the BS in Athletic Therapy, immediately or within the next five years.

## Appendix B: Program Schedule

| Freshman Fall                                                                                                                               | Credits          | Freshman Spring                                                                                                      | Credits          |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|------------------|
| AT 2300 – Emergency Response<br>NUTR LS1020 - Nutrition*                                                                                    | 3<br>3           | ZOOL 2100 – Human Anatomy<br>AT 2430 - Prev & Care                                                                   | 4<br>3           |
| Total Credits                                                                                                                               | 6                |                                                                                                                      | 7                |
| Sophomore Fall                                                                                                                              |                  | Sophomore Spring                                                                                                     |                  |
| AT 3300 – Eval & Care (Lower ext.)<br>PSY SS1010 – Intro to Psychology*<br>ZOOL 2200 – Human Physiology<br>HLTH SS1030 –Healthy Lifestyles* | 3<br>3<br>4<br>3 | PEP 3510 – Ex. Phys.<br>AT 3301 – Eval & Care (Upper ext)<br>HTHS 2240 – Pharm.<br>PSY 3010 – Abnormal Psychology    | 3<br>3<br>3<br>3 |
| Total Credits                                                                                                                               | 13               | Total Credits                                                                                                        | 12               |
| Junior Fall                                                                                                                                 |                  | Junior Spring                                                                                                        |                  |
| PEP SI3600 – Measure. & Evaluation*<br>AT 4100 - Basic Modalities<br>AT 4200 – Basic Rehab                                                  | 3<br>3<br>3      | PEP SI3500 - Kinesiology*<br>AT 4101 - Advanced Modalities<br>AT 4550 - General Medical for AT<br>4201 – Adv. Rehab. | 3<br>3<br>3<br>3 |
| Total Credits                                                                                                                               | 9                | Total Credits                                                                                                        | 12               |
| Senior Fall                                                                                                                                 |                  | Senior Spring                                                                                                        |                  |
| AT 4600 - Management                                                                                                                        | 3                | PEP 4890 - Coop work Exp.                                                                                            | 4-6              |
| Total Credits                                                                                                                               | 3                | Total Credits                                                                                                        | 4-6              |

Total Credits = 66-68

\* These courses count towards the Athletic Therapy major and the general education requirements. These courses total 15 credits making the additional major requirements a total of 51-53 credits



### **Appendix C: Faculty**

David Berry, PhD, LAT, ATC, EMT-B, PhD- Ohio University, Assistant Professor

Jennifer Hamson-Utley, PhD, ATC, PhD - DePaul University, Assistant Professor (Begins in Fall 2008)

Valerie Herzog, EdD, LAT, ATC, EdD - Marshall University, Assistant Professor

Full-Time Faculty in the Department of Health Promotion/Human Performance Teaching Athletic Therapy Support Courses

Molly Smith, PhD, Professor

Myron Davis, PhD, Professor

James Bemel, MSPH, HAS

Rodney A. Hansen, PhD, Asst. Professor

Jennifer M. Turley, PhD, Assoc. Professor

Joan S. Thompson, PhD, RD, CD, Assoc. Professor

## MEMORANDUM

July 1, 2008

TO: State Board of Regents

From: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science and Bachelor of Arts in Dance Education, Effective Fall 2008 – Action Item

### Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science and Bachelor of Arts (BS/BA) in Dance Education effective Fall 2008. This program was approved by the institutional board of trustees on February 12, 2008.

### Background

Weber State University's proposed Dance Education program combines study in dance pedagogy, choreography, history, and performance with secondary education requirements. This 120-hour program will prepare students to teach dance in public and private schools and in for-profit and non-profit settings. Weber's dance faculty reviewed curricula from recognized programs in order to develop its Dance Education program. Three tenured and four adjunct faculty will teach in the program; adjuncts with a baccalaureate degree will teach only studio courses. An additional two new courses – Music for Dance and Dance Kinesiology - will be needed to complete the Dance Education curriculum which, because of WSU's long standing dance program, is already in place. Neither additional funding nor faculty is needed. The Dance Education program will be housed in the Department of Performing Arts.

The Dance program will combine resources and curriculum with WSU's College of Education so that students will be prepared to earn licensure at the secondary education level. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of methods as well as the breadth of knowledge in both historical and current dance issues.

WSU dance faculty identified the need for trained dance teachers in northern Utah, specifically Weber, Davis, Morgan and Cache Counties, based on a survey of 25 dance professionals in public, private, and non-profit sectors. Findings from the survey indicated that slightly under half of those surveyed intend to pursue a bachelor's degree in Dance Education and over three quarters agreed that a graduate from WSU's Dance Education program would benefit their organization. Both need and opportunity converge with the Utah Legislature's \$15.82 million four-year appropriation of the Beverly Taylor Sorenson Elementary Arts Learning Program that promotes partnerships with higher education institutions to obtain

quality pre-service training, professional development, research, and leadership development for arts education.

The University of Utah, Southern Utah University, and Utah Valley University offer Dance and Dance Education programs. WSU faculty believe that students in the northern counties of Utah are better served by Weber State because of the University's proximity to their homes. All of the institutions with dance programs collaborate on regional and national conferences.

Two budgets are included in the proposal. The first demonstrates marginal costs of the proposed program. The second demonstrates the full Dance budget in which the new Dance Education program is absorbed.

#### Policy Issues

USHE institutions are supportive of the proposed program. The University of Utah finds the degree proposal consistent with accreditation guidelines.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the request from Weber State University to offer Bachelor of Science and Bachelor of Arts degrees, raise questions, and, if satisfied, approve the request.

---

David L. Buhler, Interim Commissioner

DLB/PCS/HN  
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer the Bachelor of Science and Bachelor of Arts in Dance Education

Weber State University

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

July 1, 2008

## **Section I: The Request**

Weber State University requests approval to offer a Bachelor of Science and Bachelor of Arts (BS/BA) in Dance Education effective Fall 2008. This program was approved by the institutional Board of Trustees on February 12, 2008.

## **Section II: Program Description**

### **Complete Program Description**

Weber State University's Dance program, housed within the Department of Performing Arts, proposes this degree for students who wish to pursue careers as teachers of dance in public schools, private educational institutions, and for-profit and non-profit environments. This major will focus on pedagogy, choreography, history, and performance.

The Dance Education degree will build upon a long-standing Dance major and Dance Teaching minor. Because these programs are already in place, the majority of the needed curriculum is already offered.

The Dance program will combine resources and curriculum with the WSU College of Education to offer licensure at the secondary education level. The proposed program is distinguished by its emphasis on the dance arts. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of methods as well as the breadth of knowledge in both historical and current dance issues.

Prior to the design of this program, an examination of several of the nation's top Dance Education programs was completed. WSU's faculty adapted the finest elements of these programs to the needs of the local community and the students. The design of the proposed program offers a strong core of required courses along with electives which prepare students to become dance educators as they are readied for Utah State Board of Education Licensure. This makes possible a career path in Dance Education with full participation in many aspects of the field.

Students in the program will acquire the advanced skills essential for research, methods and creative applications required of the discipline. Coursework in dance technique, dance kinesiology, stage production, dance history and related arts are combined with the requirements for licensure, providing the basis for both graduate study and careers in public/private sector dance education.

Although the Dance program provides a Dance Teaching minor, this offering no longer distinguishes a graduate as being highly qualified. A BS/BA in Dance Education will assure that graduates are highly qualified and meet both the state and federal requirements for teaching dance in public schools.

The NCLB definition of a highly qualified teacher is a teacher who:

- Has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

The NCLB highly qualified teacher requirement applies to all teachers who teach in the core academic areas of:

- English, Language Arts, Reading
- Mathematics, Science
- History, Civics/Government, Geography, Economics
- Foreign Languages (World Languages)
- Art—Visual Arts, Theatre, Dance, Music (General, Choral, Instrumental)

The Dance program will combine resources and curriculum with the WSU College of Education, thereby preparing students for licensure at the secondary education level. The Dance Education major is designed to give the future dance educator a comprehensive and diverse background in a variety of pedagogical methods and applications as well as breadth and depth of knowledge in both historical and current dance issues.

The BS/BA in Dance Education will be a rigorous program requiring a minimum 120 credit hours, 42 credit hours within the core discipline. The format will allow most students to complete the degree in four years.

**General Requirements:**

1. WSU Core
2. General Education
3. An overall GPA of 2.75
4. Minimum 120 hours
5. A total of 40 upper division credit hours (courses numbered 3000 and above)
6. 27 Credit Hours in Teacher Education

**Major Requirements:**

1. 42 Credit Hours in Dance
2. Must meet the Teacher Education admission and licensure requirements
3. BA candidates must complete 16 credit hours of a Foreign Language
4. BS candidates must complete 6 credit hours of Scientific Inquiry and an additional 7 credit hours in Dance Program Electives
5. No Minor required

## PROGRAM OUTLINE

---

Degree: Bachelor of Science/Bachelor of Arts in Dance Education

- Minimum hours required to graduate: 120 credit hours.
- Students must satisfy 42 credit hours within the major and must meet the Teacher Education admission and licensure requirements. A total of 40 upper-division credit hours are required (courses numbered 3000 and above).
- BA candidates must complete 16 credit hours of a Foreign Language.
- BS candidates must complete 6 credit hours of Scientific Inquiry and an additional 7 credit hours in Dance Program Electives.
- No minor required.
- All BS or BA candidates in Dance Education must consult the Dance program advisor at least once a term.

## **Purpose of the Degree**

According to surveys of 25 professionals in the field of private, public and non-profit dance education, 78 percent of respondents agreed that a graduate from the proposed Dance Education program would benefit their organization. Over 50 percent of those surveyed agreed that a degree from the program would help advance their own careers.

Currently, there is a need for more secondary education dance teachers who are highly trained and licensed to work in the public sector. The Utah State Office of Education states that, "Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of the human being." The Utah State Dance Core divides the goals of dance education into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. The WSU program will meet these standards in order to provide highly qualified dance educators. As a guide the Dance program follows the National Association of Schools of Dance (NASD) standards for a baccalaureate degree in K-12 Dance Education.

In Northern Utah there is a widely growing base of private schools and dance studios focused on pre-professional training in the arts. Private sector dance educators see the proposed program as a means to supply newly prepared teachers to their expanding businesses. This is especially important at a time when numerous establishments in the private sector are currently relying upon Weber State University Dance majors and minors as new hires.

The broader applications for a Dance Education major are diverse. Careers beyond secondary education include higher education at master's and doctoral levels. Positions include performing arts, physical education and liberal arts programs. Dance educators also work in the professional field as dance therapists, researchers, historians, dance film/videographers, somatic practitioners, dance critics, and dance journalists. Additional career paths lead dance educators to performance opportunities, private studio positions/ownership and teaching-artist workshops and residencies.

## **Institutional Readiness**

The Dance program, with its dance education specialists, will not require additional faculty. Space for the program is already allocated. The net gain of students anticipated at 5-8 per year can easily be accommodated with current faculty and physical facilities.

## **Faculty**

The WSU Performing Arts Department has three full-time dance faculty members with Master of Fine Arts degrees (the dance field's terminal academic degree) and four adjunct dance faculty members. The faculty members are active scholars with a diverse range of creative and scholarly research experience that will provide the breadth and depth for a strong program.

## **Staff**

The Dance program does not anticipate adding new staff. Currently, the Dance program shares a staff secretarial position with Music and Theatre programs within the Performing Arts Department. The Dance

program hires one work-study student per semester to assist with specific dance-related tasks and clerical work.

### **Library and Information Resources**

The current library holdings, together with electronic and other information resources, are sufficient for student use. New resources will continue to be added.

### **Admissions Requirements**

The Dance program has an open admissions policy. The National Association of Schools of Dance Handbook notes,

"Some institutions have open admission policies. In such cases, auditions and evaluations associated with confirming degree candidacy must occur no later than the end of the first half of the degree program (NASD Handbook 2007-2008 p. 79)."

Students seeking teaching licensure through the Dance Education degree must: 1) be reviewed and assessed through sophomore juries for competencies needed to continue through the major to completion, and 2) meet the teacher education admission and licensure requirements.

#### **Admission to Teacher Education Licensure Program:**

The Teacher Education Admissions and Retention Committee screens program applicants. Members of the committee are made up of faculty and staff in the Department of Teacher Education as well as faculty in WSU arts and sciences departments. The admission/retention committee provisionally admits and then monitors student progress throughout programs of study.

Provisional Admissions Requirements for the Teacher Education Program:

1. Complete at least 40 semester hours of general education or relevant prerequisite courses.
2. Submit transcripts from Weber State University, as well as from any other college you have attended.
3. Complete the Collegiate Assessment of Academic Proficiency (CAAP) test. CAAP is a standardized assessment designed to show achievement levels in reading, writing and mathematics.

After candidates have completed several semesters and demonstrated professional knowledge, skills, and dispositions, they become candidates for licensure and become fully admitted to a licensure program.

### **Student Advisement**

Students will meet with their advisor at the time of initial enrollment or soon thereafter to discuss interests, attributes, and background. Students will discuss academic and career goals and plan a course of study devised to attain their goals. Students are invited and encouraged to meet with the advisor each semester and are required to meet at least once each year to reassess goals, course of study, and learn of new opportunities. All Dance Education majors will meet together as a group with the advisor to discuss the program. This meeting will be a review of the program and an opportunity for more senior students to advise new students.



## Justification for Number of Credits

The BS/BA in Dance Education will require 120 credit hours, a minimum of 42 credit hours in Dance and a minimum of 27 credit hours in the College of Education. Along with the General Education requirements this format will allow most students to complete the degree in four years.

## External Review and Accreditation

The Dance program, housed within the Department of Performing Arts, follows standards of the National Association of Schools of Dance (NASD). The Dance program plans to pursue accreditation through NASD in the next three to five years given appropriate resources. Currently, the Dance program is working to expand the use of live accompaniment for dance technique classes. The use of live accompaniment is a standard to which the program is steadily moving (NASD Handbook 2007-2008 p.55). Currently, the Dance program uses music students to act as live accompanists for technique classes.

The WSU College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), but will be pursuing future accreditation by the Teacher Education Accreditation Council (TEAC).

## Projected Enrollment

Seven students are projected for first year enrollment. It is expected that the proposed program will grow steadily. Prospective students will be contacted regarding program admissions as soon as it is launched.

The faculty/student ratio meets the requirements of NASD.

| Year | Student FTE | # of Faculty | Mean FTE-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------|--------------|---------------------------|---------------------------|
| 1    | 7           | 7            | 1                         | N/A                       |
| 2    | 7           | 7            | 1                         | N/A                       |
| 3    | 8           | 7            | 1.14                      | N/A                       |
| 4    | 9           | 7            | 1.28                      | N/A                       |
| 5    | 12          | 7            | 1.71                      | N/A                       |

## Expansion of Existing Program

The BS/BA in Dance Education is being proposed as a new degree within the Dance program which is housed within the Department of Performing Arts and shares resources and space with Music and Theatre. Since 1997, when the creation of the Bachelor of Arts in Dance was created at Weber State University, the goal has been to add to the degree offerings when the need presented itself. The current BA in Dance offers the breadth and depth of knowledge requisite in a liberal arts atmosphere.

Two additional courses, Music for Dance and Dance Kinesiology, have recently made their way through the institutional approval process and have been added as permanent courses. These two new courses were designed and implemented as requirements for the proposed major. In the BA in Dance, Dance minor and Dance Teaching minor, these two new courses will be offered as electives.

Built into the current major are courses in dance pedagogy for elementary and secondary levels, dance history and culture courses spanning primitive through contemporary forms, and a series of improvisational and compositional courses designed for increasing understanding of aesthetics as intellectual content, skill and knowledge. All dance students must take the requisite courses in technique, including Ballet, Modern, and Jazz forms. Supplemental forms such as Folk, Flamenco and Tap inform students about developments in dance related to culture and community.

### **Section III: Need**

#### **Program Need**

"Dance education serves as a lens for perceiving and a language for communicating. Without dance education, individuals are not only denied access to a significant area of human knowledge but are also hampered in terms of their capacity to fully perceive the world, communicate with others, and understand the body in which they reside. Dance, as an expression of the human body, mind and spirit is inherent in us all. It is the access to the possibilities of our individual and collective potential in movement expression and learning that is a responsibility of our educational system (The American Alliance for Health, Physical Education, Recreation and Dance, 1992)."

The state of Utah has a long-standing commitment to dance and dance education. A critical mass of renowned dance educators, a history of collaborating with public schools, and a large pool of former and current dance students make Utah a fertile setting for sustained research on dance education.

The following examples of arts-in-education studies are included in order to give justification to the program proposal. Graduates of the BS/BA Dance Education program will find employment in public and private sector dance education, as well as for-profit and non-profit arts organizations as arts advocates, administrators and fundraisers. Additionally, some will continue on to graduate school and find their place in the field as dance scholars and/or faculty in higher education.

**National Center on Education and the Economy (NCEE)** commissioned leaders in business, education, and government to study the education system and make recommendations for reforms. Their publication, "Tough Choices or Tough Times," was released in December 2006. The report predicts that in the current and future economy, "the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth. Candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly and work well as a member of a team." The report from the National Center on Education and the Economy further states, "the arts will be an indispensable foundation for everything that comes after for most members of the workforce."

#### **The National Endowment for the Arts Utah Dance Education Grant**

This grant brought together the Utah Arts Council (UAC), USOE, Repertory Dance Theatre, Children's Dance Theatre, Ballet West and Ririe-Woodbury Dance Company to explore the effectiveness of dance education programs offered by the dance companies. The UAC secured Rob Horowitz, nationally known arts education researcher, to conduct the evaluation and research. The results of this project were published in 2006. The study focused on how dance education influenced student development, dance skills, thinking skills, social skills, personal development and self perception, and academic skills and school engagement. Teachers reported improved dance skills (81%), performance skills (78%),

expressiveness (80%), problem solving (51%), memory (61%) and creative skills (79%). Parents reported that their children improved problem solving (82%), memory (86%), creative skills (98%), and peer relationships (71-97%).

Findings from a study conducted in 2006 by Timothy W. Bothell (PhD Dissertation, BYU) and reported by Susan J. Clark, demonstrated more emotional maturity, intelligence and higher art activity participation among children in the Art Works for Kids pilot program. A study by College Board demonstrated that high school students who take four years of arts and music classes score 103 points higher on their SATs than students who took one-half year or less. In addition, these students scored an average of 533 on the 'Writing' portion of the SAT, 61 points higher than those students with one-half year or less of arts and music classes.

The BS/BA in Dance Education is designed to fill an unmet need in the Weber/Davis/Morgan/ Cache county areas. This degree will provide preparation and growth for future teachers and current professionals who wish to advance their careers in various aspects of the field that require dance education training for employment.

The proposed program also prepares students to enter graduate programs for dance and/or dance education. Although a Dance Education degree is offered by other USHE institution, many students and professionals in the Northern Utah area find it too time consuming and cost prohibitive to commute outside of the area where they live and work. The mission of WSU specifically charges the institution to provide for the academic needs in the Weber and Davis County areas. Interest from students and professionals clearly demonstrates a need for the proposed program which will be housed on the WSU Ogden campus, providing easy access in a central location.

The Dance program intends to pursue service-learning opportunities for Dance Education majors through the Beverley Taylor Sorenson Elementary Arts Learning Program. Passed by the Utah Legislature in the 2008 general session, the legislation allocated a one-time expenditure of \$15.82 million over a four-year period. Schools that participate in the Beverley Taylor Sorenson Elementary Arts Learning Program shall partner with Utah higher education institutions that award education degrees to obtain quality pre-service training, professional development, research, and leadership development for arts education. Funding will be awarded through a proposal process to enable Utah school districts and charter schools to hire qualified school-based arts professionals. Funds also have been appropriated to support partnerships between participating schools and Utah's teacher preparation institutions. This legislation provides an opportunity, over the next four years, to demonstrate that academic, social, and artistic development are greatly enhanced when a qualified arts education specialist teaches side-by-side with the classroom teacher. The Utah Legislature, the Utah Arts Council, and the Utah State Office of Education endorse this teaching model.

### **Labor Market Demand**

The program will provide easy access to students and professionals in the field who wish to advance their careers in the public, private and non-profit sectors. Many alumni from the BA Dance major, Dance minor and Dance Teaching minor currently teach in Northern Utah public schools and private studios. With increased demand for highly qualified dance teachers, it will be necessary for many future dance educators to hold a Bachelor's in Dance Education.

The majority of students entering the proposed program is expected to be currently teaching or hoping to teach in the future. In a survey of 25 professionals in public, private and non-profit sectors, 46.2 percent indicated that they intended to pursue a degree in Dance Education. The survey also concluded that 54 percent of professionals in the field would consider earning their BS/BA in Dance Education if the proposed program is approved. Further, the survey showed that 78 percent agreed that a graduate from the proposed program would benefit their school and/or organization. Additionally, 56 percent fully agreed that a BS/BA in Dance Education from WSU would help them advance their careers.

### **Student Demand**

In the fall of 2006, WSU's Dance program conducted a survey of 58 dance majors, dance minors, dance teaching minors, and general student population enrolled, largely undeclared majors, in dance classes. Statistical analysis of the survey responses indicated that 77.6 percent of respondents agreed that they would be interested in majoring in Dance Education if the program were approved.

Additionally, 81 percent of respondents are Northern Utah residents and would benefit from this program offering in their area. This degree would prepare future teachers and current professionals who wish to advance their careers in various aspects of the field that require dance education training for employment.

### **Similar Programs**

Southern Utah University offers a Dance Education major and Utah Valley University offers a BS in Dance Education. Both programs are well respected and led by experienced and talented faculty but do not serve the northern area of the state. The University of Utah offers a K-12 Dance Teaching minor. For the purposes of creating highly qualified dance educators licensed in secondary education, prospective students must major, and not minor, in Dance Education.

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

The proposed program has been discussed with the University of Utah's College of Fine Arts Associate Dean Brent Schneider, Department of Modern Dance Chair Donna White, and Department of Dance Professor Abby Fiat. All three were supportive of the proposed program and found no conflict with their current offerings. Letters of support were emailed to WSU from the Associate Dean and Chair. Due to the proximity of the institution, the University of Utah was consulted. The dance chair from the University of Utah also wrote in support of WSU's proposed Dance Education program stating that the program was well conceived and will meet the need for more dance educators.

In addition, SUU and UVU were notified as to the proposed degree offering and raised no direct concerns as to the impact on their existing programs.

The Dance program at Weber State University already collaborates with these institutions through joint conferences of the Utah Dance Education Organization, The American College Dance Festival and The National Dance Education Organization, the first two WSU Dance program has hosted and will be hosting again in 2010. Further collaborative efforts include dance faculty at WSU and UVU who are designing an on-line course sequence and resource site for the study of dance history. In addition, a recent work created by WSU professor Erik Stern, *Demolition Derby: when a mind loses it's license to drive*, employed

University of Utah graduate students and WSU undergraduate dancers for performances in Salt Lake City and New York City.

## **Benefits**

Faculty in the Dance program at Weber State University believe that the field of dance needs many different kinds of professionals with diverse strengths and aesthetic points of view. The benefits of the proposed program include:

- Increasing student numbers in the Department of Performing Arts and the College of Education.
- Attracting and retaining students who want to be educators in the dance field.
- Rounding out arts education opportunities within the University and the community.
- Providing teacher training in Northern Utah.
- Broadening the options for future educators.

## **Consistency with Institutional Mission**

The proposed BS/BA in Dance Education is consistent with the University's mission. The Regents have categorized Weber State University as a Type II University. The collective emphasis is on pedagogical methods related to creative and scholarly inquiry. At WSU the Dance program has a long history of collaboration with the local community and the larger Northern Utah area. The proposed degree offering is a natural extension to the work that predates the BA in Dance in 1998. The role of the proposed degree will be to create highly qualified dance educators prepared to move from the University into public sector dance education, private sector dance education, for-profit and non-profit arts organizations and arts-in-education advocacy.

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

### **Program Assessment**

The BS/BA in Dance Education will be assessed in many ways. Student evaluations and peer faculty feedback provide ongoing assessment of quality of instruction, appropriateness of class objective, intellectual/artistic stimulation and overall value of the course. Follow-up surveys are distributed to dance students after they leave WSU and will be extended to include Dance Education graduates.

Students will meet with the advisor at least once each semester and participate in mandatory yearly group meetings of all Dance Education majors. Both sessions will provide constant feedback on quality of teaching and objectives of the program and will facilitate dialogue about student needs. Faculty performance summaries and recommendations will be part of the ongoing review of the major. Each year, dance faculty will meet with the two other education specialists in the Department of Performing Arts to suggest changes, refine the program, identify trends and coordinate strategies for implementing these improvements.

## Expected Standards of Performance

Expected Standards of Performance for students are demonstrated proficiency in dance technique, research and writing, public presentations, awareness of cultural diversity, interest in outreach, and awareness of the impact that dance can have on education and culture. A grade point average of 2.75 must be maintained.

## Section V: Finance

### Budget

The proposed Dance Education program will require no new funding. Current faculty members associated with the Dance program will continue to teach their normal course loads. No new office, studio or classroom space is needed. Advising for this program will require no new resources. Therefore, the proposed program will incur no new expenses. The program is expected to raise small amounts of revenue within the first five years.

The program budget is presented in two formats. The first reflects only the additional students and additional expenses of adding the Dance Education degree to the existing Dance degree and Dance Teaching minor. As noted, the curriculum, faculty and administrative structure are already in place because of the long-standing Dance degree and the Dance Teaching minor. For this reason, the marginal expenses associated with the program are zero. The small amount of additional tuition revenue generated would go to the general university fund (Education and General).

### Budget for Proposed Dance Education Degree (i.e., Marginal Cost Budget for New Program within an Existing Program Structure)

| Financial Analysis Form for All R401 Documents |  |        |         |        |        |        |
|------------------------------------------------|--|--------|---------|--------|--------|--------|
|                                                |  | Year 1 | Year 2  | Year 3 | Year 4 | Year 5 |
| <b>Students</b>                                |  |        |         |        |        |        |
| Projected FTE Enrollment                       |  | 7      | 7       | 8      | 9      | 12     |
| Cost Per FTE                                   |  | 0      | 0       | 0      | 0      | 0      |
| Student/Faculty Ratio                          |  | 1      | 1       | 1.14   | 1.28   | 1.71   |
| Projected Headcount                            |  | 7      | 7       | 8      | 9      | 12     |
|                                                |  |        |         |        |        |        |
| <b>Projected Tuition</b>                       |  |        |         |        |        |        |
| Gross Tuition (Dance Education Program)        |  | 23,562 | 24,2682 | 27,735 | 31,202 | 41,603 |
| Tuition to Program                             |  | 0      | 0       | 0      | 0      | 0      |
| <b>Expense</b>                                 |  |        |         |        |        |        |
| Salaries & Wages                               |  | 0      | 0       | 0      | 0      | 0      |
| Benefits                                       |  | 0      | 0       | 0      | 0      | 0      |
| Total Personnel                                |  | 0      | 0       | 0      | 0      | 0      |
| Current Expense                                |  | 0      | 0       | 0      | 0      | 0      |
| Travel                                         |  | 0      | 0       | 0      | 0      | 0      |

| Financial Analysis Form for All R401 Documents |                           |        |        |        |        |        |
|------------------------------------------------|---------------------------|--------|--------|--------|--------|--------|
|                                                |                           |        |        |        |        |        |
|                                                |                           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|                                                | Capital                   | 0      | 0      | 0      | 0      | 0      |
|                                                | Library Expense           | 0      | 0      | 0      | 0      | 0      |
|                                                | Total Expense             | 0      | 0      | 0      | 0      | 0      |
|                                                | Revenue                   |        |        |        |        |        |
|                                                | Legislative Appropriation | 0      | 0      | 0      | 0      | 0      |
|                                                | Grants                    | 0      | 0      | 0      | 0      | 0      |
|                                                | Reallocation              | 0      | 0      | 0      | 0      | 0      |
|                                                | Tuition to Program        | 0      | 0      | 0      | 0      | 0      |
|                                                | Total Revenue             | 0      | 0      | 0      | 0      | 0      |
|                                                |                           |        |        |        |        |        |
|                                                |                           |        |        |        |        |        |
|                                                | Difference                |        |        |        |        |        |
|                                                | Revenue-Expense           | 0      | 0      | 0      | 0      | 0      |

The second budget reflects the total consolidated budget of the existing Dance degree and Dance Teaching minor with the addition of the new Dance Education degree. This budget reflects the revenues and expenses of all WSU dance programs and the total student enrollment of all dance programs.

Dance Program as whole  
(Dance Major, Dance Minor, Dance Teaching Minor and Proposed Dance Education Degree)  
(Total Cost and Revenue Budget)

| Financial Analysis Form for All R401 Documents |                                               |         |         |         |         |         |
|------------------------------------------------|-----------------------------------------------|---------|---------|---------|---------|---------|
|                                                |                                               |         |         |         |         |         |
|                                                |                                               | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
| Students                                       |                                               |         |         |         |         |         |
|                                                | Projected FTE Enrollment                      | 47.8    | 47.8    | 48.8    | 49.8    | 52.8    |
|                                                | Cost Per FTE                                  | 5,417   | 5,524   | 5,521   | 5,516   | 5,310   |
|                                                | Student/Faculty Ratio                         | 6.8     | 6.8     | 6.9     | 7.1     | 7.5     |
|                                                | Projected Headcount                           | 48      | 48      | 49      | 50      | 53      |
|                                                |                                               |         |         |         |         |         |
| Projected Tuition                              |                                               |         |         |         |         |         |
|                                                | Gross Tuition (Department of Performing Arts) | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |
|                                                | Tuition to Program (Dance Program)            | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |
|                                                |                                               |         |         |         |         |         |
|                                                |                                               |         |         |         |         |         |
| 5 Year Budget Projection                       |                                               |         |         |         |         |         |
|                                                |                                               | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
| Expense                                        |                                               |         |         |         |         |         |
|                                                | Salaries & Wages                              | 178,158 | 181,721 | 185,355 | 189,062 | 192,843 |

| Financial Analysis Form for All R401 Documents |         |         |         |         |         |  |
|------------------------------------------------|---------|---------|---------|---------|---------|--|
|                                                | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |  |
| Benefits                                       | 75,984  | 77,504  | 79,053  | 80,635  | 82,248  |  |
| Total Personnel                                | 254,142 | 259,225 | 264,408 | 269,697 | 275,091 |  |
| Current Expense                                | 2,169   | 2,169   | 2,225   | 2,225   | 2,350   |  |
| Travel                                         | 1,165   | 1,165   | 1,300   | 1,300   | 1,500   |  |
| Capital                                        | 0       | 0       | 0       | 0       | 0       |  |
| Library Expense                                | 1,450   | 1,450   | 1,450   | 1,450   | 1,450   |  |
| Total Expense                                  | 258,926 | 264,009 | 269,383 | 274,672 | 280,391 |  |
| Revenue                                        |         |         |         |         |         |  |
| Legislative Appropriation (existing)           | 138,363 | 138,363 | 138,363 | 138,363 | 138,363 |  |
| Grants                                         | 12,737  | 12,331  | 11,882  | 11,700  | 11,700  |  |
| Reallocation                                   | 18,900  | 18,900  | 18,900  | 18,900  | 18,900  |  |
| Tuition to Program                             | 89,976  | 95,465  | 101,288 | 107,467 | 114,022 |  |
| Total Revenue                                  | 259,976 | 265,059 | 270,433 | 276,430 | 282,985 |  |
|                                                |         |         |         |         |         |  |
| Difference                                     |         |         |         |         |         |  |
| Revenue-Expense                                | 1,050   | 1,050   | 1,050   | 1,758   | 2,594   |  |
|                                                |         |         |         |         |         |  |
| Comments                                       |         |         |         |         |         |  |

### Funding Sources

WSU's Dance program is continually engaged in the fundraising process through grant submissions. Grants awarded to the Dance program support all areas of activities. The Dance program applies for funds to help support the program's service learning courses, such as Moving Company and Dance History Project, located in Weber County and Ogden City public schools to provide youth with information and experiences in the art form. In turn, these courses educate the Dance program students in arts-education and community outreach. Furthermore, the Dance program submits proposals to help cover the costs of new equipment and materials. Examples of recent items include flooring, musical instruments, costumes, transportation, video cameras and portable hard drives. Recent funds from 2005-2008 include:

The John A. and Telitha E. Lindquist Creative Endeavor Award- \$1,500

Wells Fargo Bank-\$7,000

The Alan E. and Jeanne N. Hall Endowment- \$6,000

WSU Academic Resources and Computing Committee- \$4,000

The Marriner S. Eccles Foundation- \$7,000

WSU Hemingway New Faculty Vitality Grant - \$600

Research, Scholarship, and Professional Growth Committee- \$2,000

### Reallocation

The proposed program relies on existing courses and professors. The program should generate new revenue without incurring new costs; thus, there should be no internal reallocation. In the Dance program, the reallocations of funds come from the College of Arts and Humanities, the Stewart Library, and Continuing Education.



### **Impact on Existing Budgets**

The impact on existing budgets will be negligible. Both the Department of Performing Arts and the College of Education currently offer all of the undergraduate coursework to meet the needs of the BS/BA in Dance Education. Resources devoted to these classes will support the new major while continuing to maintain existing programs.

## Appendix A: Program Curriculum

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

The following 2 courses have been taught experimentally and have recently moved through the university curriculum approval process to be assigned permanent course numbers. These 2 courses, Music for Dance and Dance Kinesiology, are the only 2 courses that are new to the curriculum. They will be required courses of the Dance Education Major. They are now, and will remain, electives for the BA in Dance, Dance Minor and Dance Teaching Minor. There are no additional plans to build new course work in the next five years.

| Course Number | Title             | Credit Hours |
|---------------|-------------------|--------------|
| 1310          | Music for Dance   | 2            |
| 2300          | Dance Kinesiology | 2            |

### New Course Descriptions

#### DANC 1310. Music for Dance (2)

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

#### DANC 2300. Dance Kinesiology (2)

This course provides a study of anatomy and kinesiology with a specific focus on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies. The course prepares the student to understand basic kinesiological analysis and fundamental concepts of somatic inquiry. Co-requisite: NUTR LS1020 Foundations in Nutrition

### All Program Courses

All courses to be included in the program:

#### DANCE

| Course Number            | Title                                        | Credit Hours |
|--------------------------|----------------------------------------------|--------------|
| <b>General Education</b> |                                              |              |
| DANC 1010                | Intro to Dance                               | 3            |
| <b>Core Courses</b>      |                                              |              |
| DANC 1100                | Ballet I                                     | 1            |
| DANC 1200                | Modern I                                     | 1            |
| DANC 1310                | Music for Dance                              | 2            |
| DANC 1500                | Jazz I                                       | 1            |
| DANC 1520                | Folk and Ethnic Dance                        | 1            |
| DANC 1580                | Tap Dance                                    | 2            |
| DANC 2250                | Alignment and Conditioning for Dance/Pilates | 1            |
| DANC 2300                | Dance Kinesiology                            | 2            |
| DANC 2410                | Improvisation                                | 2            |

|                  |                                                                     |     |
|------------------|---------------------------------------------------------------------|-----|
| DANC 2470        | Ballet II                                                           | 1   |
| DANC 2480        | Jazz II                                                             | 1   |
| DANC 2490        | Modern II                                                           | 1   |
| DANC 3010        | Dance History I: Primitive Period-the Early Decades of Modern Dance | 3   |
| DANC 3020        | Dance History II: 20th Century Art and Education                    | 3   |
| DANC 3320        | Techniques and Materials for Teaching Modern Dance                  | 2   |
| DANC 3470        | Ballet III                                                          | 1   |
| DANC 3490        | Modern III                                                          | 1   |
| DANC 3500        | Choreography I: Space & Time/Design in Dance                        | 2   |
| DANC 3510        | Choreography II: Process                                            | 2   |
| DANC 3520        | Choreography Practicum                                              | 1   |
| DANC 3640        | Teaching Creative Dance in the Elementary School                    | 2   |
| DANC 3860        | Field Experience                                                    | 1   |
| DANC 4700        | Creative Synthesis in Dance                                         | 2   |
| DANC 4910        | Rehearsal and Performance                                           | 1   |
|                  | SUB-TOTAL                                                           | 40  |
| <b>ELECTIVES</b> |                                                                     |     |
| DANC 2610        | Dance for the Camera                                                | 2   |
| DANC 2890        | Cooperative Work Experience                                         | 1-6 |
| DANC 2920        | Short Courses, Workshops, Institutes and Special Programs           | 1-4 |
| DANC 2950        | Dance Festival Participation                                        | 1   |
| DANC 3440        | Dance for Musical Theatre                                           | 1   |
| DANC 3450        | Special Topic Dance Form                                            | 1   |
| DANC 3710        | Dance History Project: Development                                  | 2   |
| DANC 3711        | Dance History Project: Performance                                  | 2   |
| DANC 3910        | Moving Company: Rehearsal & Development                             | 2   |
| DANC 3911        | Moving Company: Performance                                         | 2   |
| DANC 4250        | Alignment and Conditioning for Dance/Pilates                        | 1   |
| DANC 4610        | Dance for the Camera                                                | 2   |
| DANC 4620        | Dance for the Camera Seminar                                        | 1   |
| DANC 4800        | Individual Study                                                    | 1-4 |
| DANC 4890        | Cooperative Work Experience                                         | 1-6 |

|           |                                                           |       |
|-----------|-----------------------------------------------------------|-------|
| DANC 4910 | Rehearsal and Performance                                 | 1     |
| DANC 4920 | Short Courses, Workshops, Institutes and Special Programs | 1-4   |
| DANC 4950 | Dance Festival Participation                              | 1     |
|           | SUB-TOTAL                                                 | 24-43 |
|           | TOTAL DANCE CREDITS                                       | 64-83 |

## SECONDARY EDUCATION LICENSURE

|            |                                                                                                                               |    |
|------------|-------------------------------------------------------------------------------------------------------------------------------|----|
| EDUC 1010  | Exploring Teaching                                                                                                            | 3  |
| EDUC 3200S | Foundations of Diversity: Culturally, Linguistically Responsive Teaching                                                      | 3  |
| EDUC 3260S | The Exceptional Student                                                                                                       | 3  |
| EDUC3900   | Preparing, Teaching, and Assessing Instruction                                                                                | 3  |
| EDUC 3930  | Reading and Writing Across the Secondary Curriculum (3)<br>Secondary Teacher Education - Clinical Practice (Student Teaching) | 3  |
| EDUC 4940  | Clinical Practice in Secondary Education                                                                                      | 8  |
| EDUC 4950  | Integrated Secondary Clinical Practice Seminar                                                                                | 4  |
|            | TOTAL SECONDARY EDUCATION CREDITITS                                                                                           | 27 |

## Course Descriptions

\*Designates courses presently offered which will become part of the BS/BA Program.

### **\*DANC CA/DV1010. Introduction to Dance (3)**

An introduction to dance providing a knowledge base from which to experience dance from a variety of viewpoints: historically, culturally, aesthetically, critically, and creatively. This course takes a close-up look at the rules, messages, and meanings embodied in dance around the world. This is a writing intensive course. Students are expected to attend dance concerts outside regularly scheduled class time. Open to all students.

### **\*DANC 1100. Ballet I (1 each)**

Introduction to the techniques of the classical ballet including alignment, positions, port de bras, and allegro combinations. May be repeated for a maximum of 4 credit hours. Open to all students.

### **\*DANC 1200. Modern I (1 each)**

Introduction to the movement techniques of modern dance. May be repeated for a maximum of 4 credit hours. Open to all students.

### **\*DANC 1310. Music for Dance (2)**

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

### **\*DANC 1450. Special Topic Dance Form (1)**

This course is designed to provide enrichment opportunities for those who undertake dance as a field of study or as recreational activity. It allows for the study of changing series of dance forms, including, but not limited to African, Flamenco, Middle Eastern, Clogging, Ballroom, Renaissance, etc.

### **\*DANC 1500. Jazz I (1 each)**

Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. May be repeated for a maximum of 4 credit hours. Open to all students.

### **\*DANC 1520. Folk & Ethnic Dance (1)**

Folk and ethnic dances of Europe, Near and Far East, Africa, and the Americas as they relate to concert dance. Open to all students.

### **\*DANC 1580. Tap Dance (2)**

Special training in tap dance skills and techniques.

### **\*DANC 2250. Alignment and Conditioning for Dance/Pilates (1)**

Strength and alignment for dancers, using Pilates mat exercises. The class addresses areas of strength essential for dancers, focuses on breathing techniques integral to the exercises, and uses the exercises as a means to better understand and improve alignment. The course also addresses how strength and alignment facilitates more ease and efficiency in movement. To repeat the class a student must have the permission of the instructor.

**\*DANC 2300. Dance Kinesiology (2)**

This course provides a study of anatomy and kinesiology with a specific focus on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies. The course prepares the student to understand basic kinesiological analysis and fundamental concepts of somatic inquiry. Co-requisite: NUTR LS1020 Foundations in Nutrition

**\*DANC 2410. Improvisation (2)**

Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills.

**\*DANC 2470 Ballet II (1 each)**

Technique course designed to increase skill in classical ballet. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1100 (2 credit hours minimum), or DANC 2470 (1 credit hour minimum), or by audition.

**\*DANC 2480. Jazz II (1 each)**

Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1500 (2 credit hours minimum), or DANC 2480 (1 credit hour minimum), or by audition.

**\*DANC 2490. Modern II (1 each)**

Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 1200 (2 credit hours minimum), or DANC 2490 (1 credit hour minimum), or by audition.

**\*DANC 2610. Dance for the Camera (2)**

This course will provide students with an opportunity to explore the integration of dance and technology, specifically the use of the digital video medium.

**\*DANC 2890. Cooperative Work Experience (1-6)**

Open to all students in the Dance Area who meet the minimum cooperative work experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department. May be repeated to a maximum of 6 credits. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 2920. Short Courses, Workshops, Institutes and Special Programs (1-4)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 2950. Dance Festival Participation (1)**

Students attend the American College Dance Festival Association's regional gathering to study a variety of dance forms with professionals from across the country. Students see the choreographies of peers and professionals. Students may be responsible for their own registration fees and transportation, lodging and meal costs. Prerequisite: Audition and permission.

**\*DANC 3010. Dance History I: Primitive Period-the Early Decades of Modern Dance (3)**

Study of the history and philosophy of dance from lineage-based societies through the early decades of modern dance. Areas covered will include pre-Christian civilizations, the Middle Ages, the Renaissance and the Golden Age of Ballet. Prerequisite: DANC CA/DV1010.

**\*DANC 3020. Dance History II: 20th Century Art and Education (3)**

Study of the history and philosophy of dance in art and education from the Age of Innovation in Ballet through the Contemporary Period of history. Areas of study will include ballet and modern dance today, black dance in America, vernacular forms and dance as public art. Prerequisite: DANC CA/DV1010.

**\*DANC 3320. Techniques and Materials for Teaching Modern Dance (2)**

Methods, teaching techniques, accompaniment, and practical experience in teaching modern dance. Prerequisite: Dance2490.

**\*DANC 3440. Dance for Musical Theatre (1)**

Dance skills and techniques taken from the repertoire of the modern musical theatre. Special emphasis on characterization and style as demonstrated by the works of the leading choreographers of this genre. Prerequisites: DANC 1200 and 1500.

**\*DANC 3450. Special Topic Dance Form (1)**

This course is designed to provide enrichment opportunities for those who undertake dance as a field of study or as recreational activity. It allows for the study of changing series of dance forms, including, but not limited to African, Flamenco, Middle Eastern, Clogging, Ballroom, Renaissance, etc.

**\*DANC 3470. Ballet III (1 each)**

Coordinating course designed to increase skill in classical ballet technique. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 2470 (2 credit hours minimum), or Dance3470 (1 credit hour minimum), or by audition.

**\*DANC 3490. Modern III (1 each)**

Exercises and activities to develop strength, flexibility, endurance, and technical dance skill. May be repeated for a maximum of 4 credit hours. Prerequisite: DANC 2490 (2 credit hours minimum), or DANC 3490 (1 credit hour minimum), or by audition.

**\*DANC 3500. Choreography I: Space & Time/Design in Dance (2)**

Study of the elements of time and space as they are artistically significant in themselves and in organized forms of meaning in dance. Considering time and space design in related fields of music and art included as relevant to choreographic design and communication in dance. Prerequisite: DANC 2410.

**\*DANC 3510. Choreography II: Process (2)**

Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Prerequisite: DANC 3500.

**\*DANC 3520. Choreography Practicum (1)**

Supervised experience choreographing a dance for public performance. Arranged through cooperative effort of student and supervisor. Prerequisite: DANC 3510 and approval of instructor. May be repeated for credit.

**\*DANC 3710. Dance History Project: Development (3)**

This course is designed to give students the opportunity to research, create and perform historic dance(s) for high school dance and theatre programs and for other interested community organizations. Some of the historic material may be reconstructed and set on our dancers by professional artists charged with the preservation and dissemination of such work.

This is the first course in a two-semester sequence. This segment will deal primarily with the developmental aspects of the project: research, reconstruction, program development and preparation. Participation in the second part of the sequence, DANC 3711, is required.

Co-requisite: Registration in a dance technique class (DANC 1100, 1200, 1500, 2470, 2480, 2490, 3470, or 3490). Audition required.

**\*DANC 3711. Dance History Project: Performance (3)**

This course is designed to give students the opportunity to research, create and perform historic dance(s) for high school dance and theatre programs, for other interested community organizations, and for the main-stage concert. Some of the historic material may be reconstructed and set on our dancers by professional artists charged with the preservation and dissemination of such work. This is the second course in a two-semester sequence. This segment will deal primarily with performance aspects of the project: rehearsal, refinement, performance, and outreach. Participation in the first part of the sequence, DANC 3710, is required. Prerequisite: DANC 3710. Co-requisite: Registration in a dance technique class (DANC 1100, 1200, 1500, 2470, 2480, 2490, 3470, or 3490).

**\*DANC 3640. Teaching Creative Dance in the Elementary School (2)**

Techniques for teaching creative dance and basic dance forms. Suggested for Elementary Education majors.

**\*DANC 3860. Field Experience (1)**

A course designed to provide opportunities for students to gain practical experience in the field by assisting in the activities of community agencies, schools, and Weber State. Prerequisite: DANC 3320 or 3640.

**\*DANC 3910. Moving Company: Rehearsal & Development (2)**

The Moving Company is designed to give students the opportunity to learn about the various aspects of creating, rehearsing, and implementing performances off-campus and to reach the community with our dance program. The commitment is for both fall (rehearsal - 3910) and spring (performance - 3911) semesters. This segment deals with preparation and rehearsal.

**\*DANC 3911. Moving Company: Performance (2)**

The Moving Company is designed to give students the opportunity to learn about the various aspects of creating, rehearsing, and implementing performances off-campus and to reach the community with our dance program. The commitment is for both fall (rehearsal - 3910) and spring (performance - 3911) semesters. This segment deals with implementation and performance. Prerequisite: DANC 3910.



**\*DANC 4250. Alignment and Conditioning for Dance/Pilates (1)**

Strength and alignment for dancers, using Pilates mat exercises. The class addresses areas of strength essential for dancers, focuses on breathing techniques integral to the exercises, and uses the exercises as a means to better understand and improve alignment. The course also addresses how strength and alignment facilitates more ease and efficiency in movement. To repeat the class a student must have the permission of the instructor. Prerequisite: DANC 2250.

**DANC 4610. Dance for the Camera (2)**

This course will provide students with an opportunity to explore the integration of dance and technology, specifically the use of the digital video medium. Prerequisite: DANC 2610.

**DANC 4620. Dance for the Camera Seminar (1)**

This seminar will provide students with individual and collaborative study and research in the field of dance and the digital video medium. The course will cover artistic and technical forms, including, but not limited to capturing dance on the digital/video medium, choreographic processes through non-linear digital editing, audio/visual editing for dance, lighting, dance theory and criticism in the context of dance in the digital age. Prerequisite: DANC 2610.

**\*DANC 4700. Creative Synthesis in Dance (2)**

Project oriented experience intended to coordinate student work. It will serve as guide in the synthesis of philosophy, experience, and understanding of dance as an art form and/or dance as education. This course will have an artistic or scholarly outcome. Prerequisite: DANC 3510, 3520 and senior dance major standing or DANC 3860 and senior dance major standing.

**\*DANC 4800. Individual Study**

Individual work or work in small groups by arrangements in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

**DANC 4890. Cooperative Work Experience**

Individual work or work in small groups by arrangement; in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 4910. Rehearsal and Performance (1)**

Preparation and rehearsal of dance composition to be presented in concert. Prerequisite: consent of instructor. May be repeated for an unlimited number of credit hours.

**DANC 4920. Short Courses, Workshops, Institutes and Special Programs (1-4)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. In individual cases, this course might be considered as an elective in the Dance Major.

**\*DANC 4950. Dance Festival Participation (1)**

Students attend the American College Dance Festival Association's regional gathering to study a variety of dance forms with professionals from across the country. Students see the choreographies of peers and professionals. Students may be responsible for their own registration fees and transportation, lodging and meal costs. Prerequisite: Audition and permission.

## Appendix B: Sample Program Schedule

### BS/BA in Dance Education Suggested Course Sequence

Entering on an ODD year

Included are: 42 credit hours in required dance courses, GE requirements, 27 credit hours required in Teacher Education. 7 additional dance credit unit electives are required of the B.S. Dance Education majors must satisfy the Teacher Education admission and licensure requirements.

#### Freshman Fall

|                                 |        |
|---------------------------------|--------|
| DANC 1100 Ballet I              | 1 cr   |
| DANC 1200 Modern I              | 1 cr   |
| DANC 1520 Folk and Ethnic Dance | 1 cr   |
| Dance Elective (BS)             | 1-3 cr |
| GE: DANC 1010                   | 3 cr   |
| GE: COMP                        | 3 cr   |
| GE: QL MATH                     | 3 cr   |
| GE: LS NUTR1020                 | 3 cr   |

Total Credit Hours

16-18 cr

#### Freshman Spring

|                                                           |      |
|-----------------------------------------------------------|------|
| DANC 1100 Ballet I                                        | 1 cr |
| DANC 1200 Modern I                                        | 1 cr |
| DANC 2410 Improvisation                                   | 2 cr |
| DANC 2250 Alignment and Conditioning for<br>Dance/Pilates | 1 cr |
| DANC 4910 Rehearsal and Performance                       | 1 cr |
| GE: IL Lib                                                | 2 cr |
| GE: IL TBE                                                | 3 cr |
| GE: COMP                                                  | 3 cr |
| GE/TE: COMM 1020 or COMM 2110                             | 3 cr |

Total Credit Hours

17 cr

#### Sophomore Fall

|                                                               |      |
|---------------------------------------------------------------|------|
| DANC 2470 Ballet II                                           | 1 cr |
| DANC 2490 Modern II                                           | 1 cr |
| DANC 1580 Tap                                                 | 1 cr |
| DANC 3640 Teaching Creative Dance in the<br>Elementary School | 2 cr |
| DANC 3500 Choreography I: Space and<br>Time/Design in Dance   | 2 cr |
| GE/TE: CHF SS 1500 or PSY 3140                                | 3 cr |
| GE: SS                                                        | 3 cr |

Start Foreign Language –or- Scientific Inquiry

3 or 4 cr

Total Credit Hours

16-17 cr

#### Sophomore Spring

|                                        |      |
|----------------------------------------|------|
| DANC 2470 Ballet II                    | 1 cr |
| DANC 2490 Modern II                    | 1 cr |
| DANC 1310 Music for Dance              | 2 cr |
| DANC 3320 Techniques and Materials for | 2 cr |

|                                                                                       |                |
|---------------------------------------------------------------------------------------|----------------|
| Teaching Modern Dance                                                                 |                |
| DANC 3510 Choreography II: Process                                                    | 2 cr           |
| Dance Elective (BS)                                                                   | 1-3 cr         |
| GE: LS or PS                                                                          | 3 cr           |
| Continue Foreign Language –or- Scientific Inquiry                                     | 3 or 4         |
| <b>Total Credit Hours</b>                                                             | <b>15-18</b>   |
| <b>Junior Fall</b>                                                                    |                |
| DANC 3470 Ballet III                                                                  | 1 cr           |
| DANC 3490 Modern III                                                                  | 1 cr           |
| DANC 1500 Jazz I                                                                      | 1 cr           |
| DANC 2300 Dance Kinesiology                                                           | 2 cr           |
| DANC 3010 Dance History I: Primitive Period-the Early Decades of Modern Dance         | 3 cr           |
| DANC 3520 Choreography Practicum                                                      | 1 cr           |
| DANC 3860 Field Experience                                                            | 1 cr           |
| GE: Continue SS or LS or PS                                                           | 3 cr           |
| Continue Foreign Language (BA)                                                        | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>17 cr</b>   |
| <b>Junior Spring</b>                                                                  |                |
| DANC 3470 Ballet III                                                                  | 1 cr           |
| DANC 3490 Modern III                                                                  | 1 cr           |
| DANC 3020 Dance History II: 20 <sup>th</sup> Century Art and Education                | 3 cr           |
| DANC 2480 Jazz II                                                                     | 1 cr           |
| GE: HU or CA                                                                          | 3 cr           |
| GE: Am. Inst.                                                                         | 3 cr           |
| Continue Foreign Language (BA)                                                        | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>16 cr</b>   |
| <b>Senior Fall</b>                                                                    |                |
| EDUC DV3200S Foundations in Diversity: Culturally, Linguistically Responsive Teaching | 3 cr           |
| EDUC DV3260S The Exceptional Student                                                  | 3 cr           |
| EDUC 3900 Preparing, Teaching and Assessing Instruction                               | 3 cr           |
| EDUC 3930 Reading and Writing Across the Secondary Curriculum                         | 3 cr           |
| <b>Total Credit Hours</b>                                                             | <b>12 cr</b>   |
| <b>Senior Spring</b>                                                                  |                |
| DANC 4700 Creative Synthesis in Dance                                                 | 2 cr           |
| EDUC 4940 Clinical Practice in Secondary Education                                    | 8 cr           |
| EDUC 4950 Integrated Secondary Clinical Practice Seminar                              | 4 cr           |
| <b>Total Credit Hours</b>                                                             | <b>14 cr</b>   |
|                                                                                       | <b>123-126</b> |

## BS/BA in Dance Education Suggested Course Sequence Entering on an EVEN year

Included are: 42 credit hours in required dance courses, GE requirements, 27 credit hours required in Teacher Education. 7 additional dance credit unit electives are required of the B.S. Dance Education majors must satisfy the Teacher Education admission and certification requirements.

### Freshman Fall

|                     |        |
|---------------------|--------|
| DANC 1100 Ballet I  | 1 cr   |
| DANC 1200 Modern I  | 1 cr   |
| DANC 1580 Tap       | 1 cr   |
| Dance Elective (BS) | 1-3 cr |
| GE: QL MATH         | 3 cr   |
| GE: COMP            | 3 cr   |
| GE: IL Lib          | 2 cr   |
| GE: LS NUTR1020     | 3 cr   |

**Total Credit Hours 15-17 cr**

### Freshman Spring

|                               |      |
|-------------------------------|------|
| DANC 1100 Ballet I            | 1 cr |
| DANC 1200 Modern I            | 1 cr |
| DANC 2410 Improvisation       | 2 cr |
| DANC 1310 Music for Dance     | 2 cr |
| GE: DANC 1010                 | 3 cr |
| GE: COMP                      | 3 cr |
| GE/TE: COMM 1020 or COMM 2110 | 3 cr |
| GE: IL TBE                    | 3 cr |

**Total Credit Hours 18 cr**

### Sophomore Fall

|                                                                               |      |
|-------------------------------------------------------------------------------|------|
| DANC 2470 Ballet II                                                           | 1 cr |
| DANC 2490 Modern II                                                           | 1 cr |
| DANC 2300 Dance Kinesiology                                                   | 2 cr |
| DANC 3500 Choreography I: Space and Time/Design in Dance                      | 2 cr |
| DANC 3010 Dance History I: Primitive Period-the Early Decades of Modern Dance | 3 cr |
| DANC 1520 Folk and Ethnic Dance                                               | 1 cr |
| GE: LS or PS                                                                  | 3 cr |

**Start Foreign Language –or- Scientific Inquiry** 3 or 4 cr  
**Total Credit Hours 16–17 cr**

### Sophomore Spring

|                                                                        |      |
|------------------------------------------------------------------------|------|
| DANC 2470 Ballet II                                                    | 1 cr |
| DANC 2490 Modern II                                                    | 1 cr |
| DANC 2250 Alignment and Conditioning/Pilates                           | 1 cr |
| DANC 3510 Choreography II: Process                                     | 2 cr |
| DANC 3020 Dance History II: 20 <sup>th</sup> Century Art and Education | 3 cr |
| GE: Am. Inst.                                                          | 3 cr |

**Continue Foreign Language –or- Scientific** 3 or 4 cr

|                                                                                          |                           |                 |
|------------------------------------------------------------------------------------------|---------------------------|-----------------|
| <b>Inquiry</b>                                                                           | <b>Total Credit Hours</b> | <b>14-15 cr</b> |
| <b>Junior Fall</b>                                                                       |                           |                 |
| DANC 3470 Ballet III                                                                     |                           | 1 cr            |
| DANC 3490 Modern III                                                                     |                           | 1 cr            |
| DANC 4910 Rehearsal and Performance                                                      |                           | 1 cr            |
| DANC 3640 Teaching Creative Dance in the<br>Elementary School                            |                           | 2 cr            |
| DANC 3520 Choreography Practicum                                                         |                           | 1 cr            |
| DANC 1500 Jazz I                                                                         |                           | 1 cr            |
| GE: Continue SS                                                                          |                           | 3 cr            |
| Continue Foreign Language (BA) or Dance<br>Electives (BS)                                |                           | 4-6 cr          |
| <b>Total Credit Hours</b>                                                                |                           | <b>14-16 cr</b> |
| <b>Junior Spring</b>                                                                     |                           |                 |
| DANC 3470 Ballet III                                                                     |                           | 1 cr            |
| DANC 3490 Modern III                                                                     |                           | 1 cr            |
| DANC 2480 Jazz II                                                                        |                           | 1 cr            |
| DANC 3320 Techniques and Materials for<br>Teaching Modern Dance                          |                           | 2 cr            |
| GE/TE: CHF SS 1500 or PSY 3140                                                           |                           | 3 cr            |
| GE: PS                                                                                   |                           | 3 cr            |
| GE: HU                                                                                   |                           | 3 cr            |
| Continue Foreign Language (BA) or Dance<br>Electives (BS)                                |                           | 2-4 cr          |
| <b>Total Credit Hours</b>                                                                |                           | <b>16-18 cr</b> |
| <b>Senior Fall</b>                                                                       |                           |                 |
| DANC 3860 Field Experience                                                               |                           | 1 cr            |
| EDUC DV3200S Foundations in Diversity:<br>Culturally, Linguistically Responsive Teaching |                           | 3 cr            |
| EDUC DV3260S The Exceptional Student                                                     |                           | 3 cr            |
| EDUC 3900 Preparing, Teaching and Assessing<br>Instruction                               |                           | 3 cr            |
| EDUC 3930 Reading and Writing Across the<br>Secondary Curriculum                         |                           | 3 cr            |
| <b>Total Credit Hours</b>                                                                |                           | <b>13 cr</b>    |
| <b>Senior Spring</b>                                                                     |                           |                 |
| DANC 4700 Creative Synthesis in Dance                                                    |                           | 2 cr            |
| EDUC 4940 Clinical Practice in Secondary<br>Education                                    |                           | 8 cr            |
| EDUC 4950 Integrated Secondary Clinical<br>Practice Seminar                              |                           | 4 cr            |
| <b>Total Credit Hours</b>                                                                |                           | <b>14 cr</b>    |
|                                                                                          |                           | <b>120-128</b>  |

## Appendix C: Faculty

Joanne L. Lawrence, Professor of Dance and Dance Area Program Director, received her B.A. Degree in Ballet from The University of Akron in Ohio, her M.F.A. Degree in Dance from The University of North Carolina at Greensboro, and additional training as a scholarship student and performer with the Alvin Ailey American Dance Center in NYC. She has performed, choreographed, and taught for numerous modern dance and ballet companies throughout the eastern U.S. Joanne has pursued additional studies at the Laban-Bartenieff Institute of Movement Studies, with the Society of American Fight Directors, and in West Africa. She has directed dance programs at Alfred University, New York and Huntingdon College, Alabama. Currently, Joanne is the Dance Area Head at Weber State University, Ogden, Utah. Her hobbies include anything to do with food: gardening, cooking, and eating.

Erik Stern, Professor of Dance, holds a B.A. in Biology from UC Santa Cruz and an M.F.A. in Dance from Cal Arts. His professional work as a musician, composer and actor is interwoven in his dances, and has led to collaborations with educational organizations, mathematicians, choirs, civic organizations, school systems, and dozens of artists. Erik toured with Tandy Beal and Company over a period of ten years and has performed with Patri Nader's Ballet de España. A Professor of Dance at Weber State University, Stern was 'Endowed Artist' for the College of Arts and Humanities from 1999-2002. In 2002, his duet, Table of Content, was selected and performed at the Kennedy Center as part of the National American College Dance Festival. In 1985 Stern created with Karl Schaffer the Dr. Schaffer and Mr. Stern Dance Ensemble. The ensemble has created eleven evening-length concerts, received over thirty grants, including five from the National Endowment for the Arts and toured throughout North America. On the roster of the John F. Kennedy Center for the Performing Arts Partners In Education program, they tour nationally to share their expertise on how to bring dance into the classrooms and connect it with mathematics curriculum. In 2003, he produced Muscle Memories as part of RDT's LINK Series, and in 2006 Stern staged, directed, and performed in Navigating Lake Bonneville, an original work by Utah Poet Laureate Ken Brewer and composer/guitarist Brad Richter. During summer 2006, Stern was at Appelboom, a resident artists' program in rural France, during which he finalized aspects of Demolition Derby and worked on other projects with Brad Richter.

Amanda Sowerby, Assistant Professor of Dance, holds an M.F.A. from the University of Utah and a B.F.A. from the California Institute for the Arts. Amanda is director of WSU's dance outreach program, Moving Company. She and her students have brought dance to numerous Weber County elementary and secondary schools and have also worked with non-profit organizations to bring dance to populations with special needs. Since coming to WSU Amanda has received two Hall Foundation Grants, a Hemingway New Faculty Grant, and a Lindquist Artistic/Creative Endeavor Award. Currently, Amanda sits on the board of the Utah Dance Education Organization as the Higher Education Representative. Before coming to WSU Amanda was co-founder and president of Paradigm Dance Project; a Salt Lake area non-profit organization devoted to bringing dance to underserved populations. After receiving her BFA in 1990 Amanda worked for several years with the Gary Palmer Dance Company in California's Bay Area. Amanda assisted the company's artistic director in setting new and repertory pieces on the National Ballet of Peru and the National Ballet of Chile. During those years Amanda also aided in the implementation of GPDC's outreach program that brought dance to children with special needs. During her years in California Amanda performed and collaborated with Enrico Labayen's Lab Projekt; USA and Yasmen Metah's California Contemporary Dancers. Amanda's affiliation with Utah's Repertory Dance Theater includes a guest role in Martha Graham's "Diversion of Angels" and as a co-creator of the RDT Community School's "Prime Movement" dance class.

Solange Gomes, Adjunct Professor of Dance, was born in Sao Paulo, Brazil, where she received her fine arts training to become a dancer and instructor. She attended the Royal Ballet Academy as a child and then went on to study several other dance techniques such as modern, contemporary, jazz, ballroom, argentine tango, capoeira, and dances from the Brazilian folklore.

Since 1990 Solange has worked exclusively with flamenco. She started her studies with "Sonia Castrioto" - RJ /Brazil in 1986, then continued with "Christiane Boulhosa y Alban Flamenco Company" in BA/Brazil. From 1994 until 1997 she danced for the "Alma Flamenca Dance Group" working with them as a dancer and also an assistant choreographer. After moving to Utah/USA, Solange has been dedicating to her dancing, teaching and choreography skills not only by bringing flamenco artists to town for several dance and guitar workshops but also participating in flamenco festivals and workshops throughout the country. In addition to her dancing, Solange has received a degree in piano, a BS in Physical Education, AAS in Health Information Technology, and a BS in Health Information Administration. Her extensive experience as a teacher comes from the fact that she owned and directed the "Piano Studio Arts Center" from 1986 to 1997. Currently, Solange is the "Pasion Flamenca" artistic director and choreographer, co-directs the "Tablado Dance Company" with Jim Moreno, and is part of the Repertory Dance Theater Community School where she serves as an instructor and choreographer; is an adjunct teacher at Weber State University (Performing Arts Department); and is a member of the Utah Arts Council - Dance Arts Advisory Panel.

Michael Hamblin, Adjunct Professor of Dance.

Granite School District: ARTS INTEGRATION CURRICULUM SPECIALIST

Utah State Office of Education: FINE ARTS/MUSIC CURRICULUM CONSULTANT

Weber State University: DEPARTMENT OF PERFORMING ARTS ADJUNCT FACULTY PAST EMPLOYMENT

Silver Burnett Music Education Publishers: NATIONAL CURRICULUM CONSULTANT

Salt Lake City School District: MUSIC EDUCATION SPECIALIST

Davis County School District: MUSIC EDUCATION SPECIALIST

Colorado State University: INSTRUCTOR in the DEPARTMENT OF PERFORMING ARTS

Bowling Green State University: ASSISTANT PROFESSOR of DANCE EDUCATION

Brigham Young University: SPECIAL INSTRUCTOR in DANCE PERFORMANCE EDUCATION

B.S. Weber State University: ELEMENTARY and SECONDARY EDUCATION

B.A. Brigham Young University: DANCE PERFORMANCE and GENERAL MUSIC

M.A. Brigham Young University: DANCE PERFORMANCE AND TECHNICAL THEATRE

A.B.D. Bowling Green State University: DIRECTING and STAGING MUSICAL THEATRE

PROFESSIONAL RECOGNITION

Utah Music Educators (UMEA) Music Teacher of the Year

Utah Music Educators (UMEA) Vice-President representing Elementary Music

Ohio AAHPERD Vice President representing Dance Performance

Bowling Green State University ARTISTS IN HIGHER EDUCATION representative

Bowling Green State University OHIO STATE DANCE CERTIFICATION committee

Aerobic Fitness Instructor: AEROBIC AND FITNESS ASSOCIATION OF AMERICA

Elizabeth Cranney, Adjunct Professor of Dance, received a Bachelor of Fine Arts in Modern Dance from the University of Utah. She has performed at the Shakespeare Festival, the Utah Psychological Association Conference, the American College Dance Festival, and in works by Donna White, Charlotte Boye-Christensen, and Lisa Race. She has been influenced by her master classes with Naomi Jackson, Trisha



Brown Co., Gail Gilbert, Sarah Rudner, Sean Curran, Alberto tito del Saz, John Maleshock, Zvi Gotheiner, Molissa Fenley, Tandy Beal, and Repertory Dance Theater. Elizabeth has volunteered extensively: at a hospice for the mentally ill in Chorzow, Poland; for a doctorate thesis project at the University of Heidelberg in Germany; as a director raising funds for a battered women's shelter; and as an arts advocate, providing dance workshops and performance opportunities in the public schools. She currently performs with Valley Dance Ensemble of Logan, Utah and teaches at Weber State University. She recently completed an artist's residency at Appelboom, an artists residency program in La Pommerie, France.

Sara Christensen, Adjunct Professor of Dance, is currently an MFA Candidate in the Modern Dance Department at the University of Utah, Sara received her Bachelor of Arts in Modern Dance from Weber State University where she was the recipient of numerous awards and scholarships including the Lindquist Creative Arts Fellowship. Sara's choreography has been performed at Weber State University, the University of Utah, Utah Valley State College, and the American College Dance Festival, among others. She began dancing professionally in 1993 with Rick Robinson and Darryl Yeager and has been a featured performer and guest artist for companies in the Salt Lake City area. Sara's favorite solo was in Lynn Barr's Bollero on top of a massive water fountain in beautiful Urbino, Italy. Sara is currently teaching at the University of Utah, Weber State University, Westminster College, and for Repertory Dance Theater's community school.

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College–Associate of Applied Science Degree in Interior Design – Action Item

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Interior Design, effective Fall Semester 2008. The Salt Lake Community College Board of Trustees approved the proposed program on February 13, 2008. The CTE Regional Planning Council has reviewed the proposal and expressed their support. The Regents' Program Review Committee approved the program to move forward for approval on June 3, 2008.

Background

The Associate of Applied Science Degree in Interior Design will provide students a career opportunity in the Interior Design field and contribute to Salt Lake Community College's role and mission as a comprehensive community college. Students trained in Interior Design will be able to contribute to the well-planned interiors of private homes, public buildings, and commercial spaces that greatly enhance the quality of life. The need for new hires and attrition from individuals leaving this profession will provide job openings for students with skill sets in demand by the professional interior design community.

SLCC has been offering an Interior Design Certificate program through Continuing Education since 1987. The program has matured and is now viable and can be offered as an Associate of Applied Science Degree through the School of Science, Mathematics and Engineering in the Architectural Technology department.

According to the Utah Department of Workforce Services, Workforce Information, March 2008 report, annual labor demand for Interior Designers will grow by 70 new positions and 20 replacement positions each year.

### Policy Issues

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

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer an Associate of Applied Science Degree in Interior Design at Salt Lake Community College, effective Fall Semester 2008.

---

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 Degree  
In Interior Design

Salt Lake Community College

Prepared for  
David L. Buhler  
By  
Gary Wixom

July 2, 2008

## **Section I: The Request**

Salt Lake Community College requests approval to offer an Associate of Applied Science Degree in Interior Design effective Fall 2008. This program has been approved by the institutional Board of Trustees on 13 February 2008.

## **Section II: Program Description**

### **Complete Program Description**

The proposed degree in Interior Design is structured to prepare students for entry into the varied professions within the field of interior design. Students will learn how to identify, research, and creatively solve problems related to the quality of interior environments. Interior Designers provide specialized services planning both commercial and residential spaces. Students who successfully complete the program will be able to provide expert planning services that include: design analysis, space planning, and aesthetics, specialized knowledge of interior construction, building codes, equipment, materials, and furnishings. In addition, students will learn drafting techniques and how to use computer-aided design tools, which will help them present their work to clients. Students will also gain an understanding of the legal and ethical issues that guide and direct the profession. Practical experience through internships and special projects will enhance classroom learning. Completed students are also eligible to take the National Council for Interior Design Qualification (NCIDQ) exam.

### **Purpose of Degree**

Offering the Interior Design Associate of Applied Science degree will provide students a career opportunity in the Interior Design field and contributes to Salt Lake Community College's role and mission as a comprehensive community college.

Expected outcomes for this degree offering are:

- Students will understand the basic theories of design (space, line, mass, shape, texture, scale, proportion, balance, rhythm, emphasis, harmony and variety) and their applications.
- Students will think visually and volumetrically and approach design problems creatively and logically. Students will be able to measure and estimate the quantity and cost of materials needed for projects, i.e. paint, drapery, floor coverings, wallpaper, etc. They will be able to plan space, read blue prints, use color effectively, and specify the use of architectural materials and elements.
- Students will produce quality presentations using drafting, lettering, and computer-aided design skills.
- Students will use proper industry terminology which will allow them to communicate effectively with other similarly engaged professionals. They will listen effectively and express their ideas clearly.
- Students will be able to demonstrate a substantive knowledge of business practices that will prepare them for employment in the interior design field.
- Students will exhibit professionalism through high quality presentations; effective sales techniques; efficient organization; and work cooperatively with clients and co-workers. They will be able to choose and direct the installation of appropriate materials for interior projects.
- Students will create high quality portfolios that can be used for job applications. The portfolio will reflect class work and projects completed during internship where students have the opportunity to assist experienced designers.

## **Institutional Readiness**

SLCC has been offering an Interior Design Certificate program through Continuing Education for some time. The program is now judged to be viable to be offered as an Associate of Applied Science degree through the School of Science, Mathematics and Engineering in the Architectural Technology department, effective fall 2008. Existing administrative structures are prepared to support the program in its new configuration. There will be some impact on existing lower division general education courses as the currently enrolled and future Interior Design students will be participating in more general education courses to obtain the AAS degree.

## **Faculty**

There are currently 13 adjunct faculty members who are credentialed, experienced in Interior Design, and prepared to teach the interior design coursework. A full-time faculty position will be requested, as part of SLCC's 2009-10 budget process. Expectations of maintaining professional currency will be part of the teaching requirements before full-time or adjunct faculty members are hired. Ongoing professional development is expected, including participation in at least one national meeting per year by the lead faculty member to keep the department current within the profession.

Each full-time and adjunct faculty member will teach the curriculum in which they are most proficient.

Students using the appropriate SLCC assessment system will evaluate all design faculty members. The evaluation will examine teaching practices from the student perspective and highlight areas of strengths as well as areas in need of improvement. SLCC administrators and the College training office will work with any faculty in need of assistance.

## **Staff**

The Department of Architectural Technology in the School of Science, Mathematics and Engineering will administer this program. The Division Chair, the Chair's Administrative Assistant, and Faculty Support Services will assist in support operations. It is anticipated that no additional administrative or secretarial/clerical help will be required.

## **Library and Information Resources**

The Salt Lake Community College Markosian Library currently provides support for the existing Interior Design certificate program with 395 books and multiple videos covering a wide variety of topics, including, but not limited to: Interior Decoration, Interior Landscaping, Interior Architecture, Interior Lighting, Interior Walls, Furniture and Furniture Design, Home Furnishings, Lighting, Color and Psychology of Color, Rendering, Fabric and Textiles, and Computer Aided Design. Other books may be found under such specific headings as Kitchens, Bedrooms, Bathrooms, etc. Additional books, videos, and periodical subscriptions are being ordered to upgrade and enlarge this collection. The Library's print periodical collection includes such titles as: Better Homes and Gardens, Architectural Digest, Architectural Record, Builder Magazine, and Fine Homebuilding, Kitchen and Baths.

Access is available to several electronic databases (some of which contain full-text articles) including EBSCO Host and Art Abstracts. Full text articles concerning interior design are available from such publications as: Interior Design, Human Ecology, House Beautiful, Country Living, Metropolitan Home,

Good Housekeeping, Architectural Digest, Town and Country, Builder, and Facilities Design and Management. Indexing and abstracting are available for such journals as: Interiors and Sources, Architectural Record, Architectural Review, Art and Antiques, World of Interiors, Interiors, Entertainment Design, and Interiors & Sources. CD-Rom's that provide curricula will supplement hands-on interior design lab exercises. A rich variety of web-based information will also be available for SLCC students.

### **Admission Requirements**

There are no special admission requirements for this program. Admission is consistent with general SLCC admission procedures and guidelines.

### **Student Advisement**

Students will have the opportunity to consult with an academic advisor as needed and will be encouraged to meet with Interior Design faculty for further advising needs throughout their program.

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

Graduation requirements for an Associate of Applied Science degree as outlined in the SLCC General Catalog will apply, including general education courses in core academic skills and in distribution courses. The remainder of the total 68 credits (minimum) in this program are program-related requirements and electives.

The total program credit hours fall within State Board of Regent policy parameters for an AAS degree.

### **External Review and Accreditation**

The following in-state external consultants were involved in the development of the DACUM process (Develop a Curriculum) for the proposed AAS program:

| <u>Consultant</u>                | <u>Company</u>                | <u>City, State</u>    |
|----------------------------------|-------------------------------|-----------------------|
| Brandee Beasley                  | Brand-ee Design               | Holladay, Utah        |
| Nancy Busby, Senior Designer     | Commercial Contract Group     | Salt Lake City, Utah  |
| Tami Clark, Designer             | Henriksen Butler Design Group | Salt Lake City, Utah  |
| Lily Cochran                     | Bright Idea                   | Sandy, Utah           |
| Chalyze Corey, Interior Designer | Wild Horse Interiors          | Salt Lake City, Utah  |
| Donna Hanson                     | Marcosian Tile                | South Salt Lake, Utah |

There is a Program Advisory Committee (PAC) in place that meets twice a year who will evaluate the success of the proposed program. The PAC will evaluate the efficiency of the competencies defined for the proposed program and the effectiveness of internships, recommend appropriate changes based upon the conclusions of their assessment, and help to identify other advocates for the proposed program. The SLCC Interior Design Program Advisory Committee consists of the following participants:

| <u>Committee Member</u>  | <u>Title</u>      | <u>Business Address</u>                                      |
|--------------------------|-------------------|--------------------------------------------------------------|
| Dr. Hamid Adib           |                   | Adib's Rug Gallery, 3092 Highland Dr., SLC, UT               |
| Debra Anderson           | Designer          | SLC, UT                                                      |
| June Cassidy             | Interior Designer | SLCC, 4600 South Redwood Rd., SLC, UT                        |
| Don Demke                | Sales Manager     | Eldredge Interiors, 4750 South 900 East, SLC, UT             |
| Shane Helmsley           | Owner             | Hamilton Park and Drexel Heritage, Midvale, UT               |
| Danyelle Layton          | Senior Designer   | The Highland Group, Holladay, UT                             |
| Merline Leaming          |                   | 2497 East Michigan Ave., SLC, UT                             |
| Rob Lindquist            | Design Manager    | Henriksen Butler Design Group, 249 South 400 East, SLC, UT   |
| Sidney Makeoff           | President         | Makeoff Design, PO Box 71640, SLC, UT                        |
| Valorie Paoli-Johnson    | Interior Designer | Highland Group Architect, Holladay, Utah                     |
| David Sheehan            |                   | MHTN Architects, Inc., 420 E. So. Temple, Suite 100, SLC, UT |
| Kristina Weaver Interior | Designer          | Lisman Richardson Interior Design, 510 So. 600 E., SLC, UT   |

Currently there is no accreditation requirement for Interior Design programs at the community college level.

### Projected Enrollment

| <u>Year</u> | <u>Student Headcount</u> | <u># of Faculty</u> | <u>Student-to-Faculty Ratio</u> | <u>Accreditation Req'd Ratio</u> |
|-------------|--------------------------|---------------------|---------------------------------|----------------------------------|
| 1           | 118                      | 13                  | 8-1                             | NA                               |
| 2           | 130                      | 14                  | 8-1                             | NA                               |
| 3           | 143                      | 14                  | 9-1                             | NA                               |
| 4           | 157                      | 14                  | 10-1                            | NA                               |
| 5           | 172                      | 14                  | 11-1                            | NA                               |

### Expansion of Existing Program

The Interior Design Associate of Applied Science program is additional to the existing Certificate program in the School of Professional and Economic Development (formerly Continuing Education.)

Salt Lake Community College offered its first Interior Design courses in 1987. Since then, enrollment has increased significantly. Each fall and spring semester generally brings 20 plus new student enrollments in the "Introduction to Interior Design" course.

### Student Credit Hours History

| <u>Year</u> | <u>Student Enrollment (SCH)</u> | <u>Year</u> | <u>Student Enrollment (SCH)</u> |
|-------------|---------------------------------|-------------|---------------------------------|
| 1998-1999   | 433                             | 2002-2003   | 435                             |
| 1999-2000   | 392                             | 2003-2004   | 493                             |
| 2000-2001   | 405                             | 2004-2005   | 558                             |
| 2001-2002   | 546                             | 2005-2006   | 584                             |
|             |                                 | 2006-2007   | 690                             |
|             |                                 | 2007-2008   | 641                             |



## **Section III: Need**

### **Program Need**

Well-planned interiors of private homes, public buildings, and commercial spaces greatly enhance the quality of life. Salt Lake Community College proposes training interior design associates who can contribute to the realization of this objective.

The Utah System of Higher Education Master Plan 2000 makes a major commitment to expand opportunities for Applied Technology Education (now called Career and Technical Education.) The proposed Interior Design program will aid in the accomplishment of this goal.

Most importantly, new hiring and attrition from individuals leaving this profession will provide job openings for students with skill sets in demand by the professional interior design community.

### **Labor Market Demand**

#### **United States Department of Labor**

The United States Department of Labor researches present and anticipated job opportunities in various career fields. This organization's current Occupational Outlook Handbook reports that the general field of Interior Design can expect "faster than average" job growth. This does not include attrition from the profession. Competition for jobs is keen, especially where a sizeable percentage of those in the field are self-employed. The Department of Labor estimates this self-employed figure to be 40%.

#### **State of Utah**

According to the Utah Department of Workforce Services, Workforce Information, March 2008 report, annual labor demand for Interior Designers will grow by 70 new positions each year and 20 replacement positions.

Salt Lake Community College students have enjoyed success finding employment in local businesses such as: DeCondes Furnishings, Forsey's Furniture, Hamilton Park & Drexel Heritage, Casa Bella Interiors in Park City, Jack Thomas Architecture in Park City, Bedrosian Tile, Elegante in Park City, Felt Lighting, Lighting Design, Highland Group Interior Design, Adib's Rug Gallery, The Showroom, Silver State, Form & Function, Hip & Humble, Light Spot, San Francisco Design, Manhattan Loft, Mountainland Design, Elements in Park City, Casa Bella in Trolley Square (the owners are two former students!), Architecture Belgique, Reed Baier Office Interiors, Richmond American Homes, Davis Brothers Cabinetmakers, Inc., ASWN LLC, Sirq Construction Solutions, Resource Studeo, and KK Design.

### **Student Demand**

Salt Lake Community College piloted its first Interior Design courses in 1987. Since then, enrollment has increased significantly. Each fall and spring semester generally brings 20 plus new student enrollments in the "Introduction to Interior Design" course.

## **Similar Programs**

- Weber State University offers a two-year AAS degree in Interior Design Technology and four-year BS and BA degrees in Technical Sales. In both the two-year and four-year programs, the emphasis of study is sales-oriented.
- Utah State University offers four-year Bachelor of Science and Bachelor of Arts degrees in Interior Design.
- LDS Business College offers a two-year AAS degree in Interior Design. LDS Business College's program requires 47 hours of major course work, all of which are design-related.
- The Art Institute of Salt Lake also offers a four year Bachelor of Arts degree in Interior Design.

While WSU offers an AAS, the focus differs from SLCC's proposed program. An AAS is not available in the Salt Lake Valley except at LDS Business College, a private institution where tuition is higher. Most inquiries received at SLCC related to the Interior Design are from students in the Salt Lake Valley wanting to enter a local public program.

The proposed Salt Lake Community College program requires several design classes not offered in other two-year programs including: Construction Principles, Kitchen & Bath Design, and Commercial Interior Design, thus broadening the scope of career choices for students. In addition, each semester the program offers students the unique experience of working with the College's Construction Trades program students to build, furnish, and decorate a home as well as other design-related special projects. The program provides students with opportunities to apply the skills gained through course work to practical work experience, consistent with the needs of the community and the goals of the College.

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

Through an AAS Degree in Interior Design, SLCC will be able to create articulation agreements with Weber State and Utah State University to their respective four-year programs, providing additional opportunities for SLCC students. As the Certificate program has previously been housed in Continuing Education, credit articulation has not previously been pursued. When BOR approval is granted for academic status for the AAS, the College will pursue potential articulation agreements with Weber State University and Utah State University for SLCC students to their four-year programs as they may each deem applicable.

## **Benefits**

107 students are currently enrolled in Salt Lake Community College's Interior Design classes offered through Continuing Education. The ability to earn a two-year degree will benefit those students as well as attract new students. This additional SLCC offering will enhance two-year offerings in USHE and provide opportunity for further collaboration with other four-year institutions.

## **Consistency with Institutional Mission**

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. The SLCC mission focuses on student needs in an open-door setting. Based on this mission, several SLCC commitments are immediately applicable to this proposal for an AAS degree program in Interior Design, including:

Career and Technical Education and workforce training to prepare individuals for career opportunities. The Interior Design program uses advanced technical skills in computer-aided drawing/drafting as well as financial spreadsheet formulation, and utilizes professionals in the industry to keep curriculum current with industry needs, thus keeping students marketable and employable in the industry.

Provide lifelong learning. Educational pathway opportunities will exist for professionals currently working in the Interior Design industry to complete a degree, thereby enhancing their career opportunities.

Serve the needs of the community. Students in the Interior Design program will devote project time to community-based service entities such as Habitat for Humanity, and with civic and municipal partner projects to develop commercial and residential design models.

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

### **Program Assessment**

Goals for the program and Salt Lake Community College's measurements of success will be as follows:

Goal #1 - Enroll a minimum of 10 new students per year.

Measure: Enrollment data.

Goal #2 - Graduate 9 students each year.

Measure: Graduation data.

Goal #3 - Evaluate students who work in internship positions prior to graduation.

Measure: At least 70% of employers who utilize interns will rate their skills and attitudes at above average or higher.

Goal #4 - Track graduate job placement for those seeking employment.

Measure: Success will be achieved if 90% of graduates who are seeking employment are placed in jobs.

Goal #5 - Membership of the SLCC Interior Design PAC will be composed of representatives from at least nine interior design firms.

Measure: Confirm nine interior design firms participating on the PAC via PAC membership roster.

### **Expected Standards of Performance**

The College hosted a DACUM (Developing a Curriculum) in April 2007. Practicing Interior Designers identified the following tasks, duties, and essential skills for Interior Designers that need to be achieved by graduation.

Definition: The position of an Interior Design associate maintains samples and showrooms, assists the designer in assessing materials and furnishings, creating design concepts and drawing/drafting with emphasis in sales.

COMPETENCIES/Tasks:

DEVELOP DESIGN KNOWLEDGE

Travel and observe design.

Study good design.  
Subscribe to and read excellent publications.

- (A) COMMUNICATE
  - (A1) Develop personal confidence and competence.
  - (A2) Create a resume & portfolio.
  - (A2b) Communicate with honesty and tact.
  - (A3) Approach and establish rapport with customers and clients
  - (A4) Ask open-ended questions.
  - (A5a) Validate customers' emotional needs.
  - (A5b) Listen effectively.
  - (A5c) Use and interpret body language.
  - (A6a) Educate clients.
  - (A6b) Use industry jargon.
  - (A7a) Sell yourself and your own personal style.
  - (A7b) Talk about financial issues.
- (B) APPLY BUSINESS SKILLS
  - (B1a) Develop businesslike appearance and demeanor.
  - (B1b) Implement store policy.
  - (B1c) Develop interview skills (phone, greet.)
  - (B1d) Utilize good and proven sales techniques.
  - (B1e) Handle personal problems professionally.
  - (B1f) Track personal time.
  - (B2a) Compute math problems with calculator (percentages, fractions, estimating)
  - (B2b) Read and use a calculator.
  - (B2c) Compute taxes (tables.)
  - (B2d) Read and use a tape measure.
  - (B3a) Use computer (word processor, spreadsheets, Internet.)
  - (B3b) Use blueprint and copy machines.
  - (B4a) Create invoices and purchase orders.
  - (B4b) Write orders.
  - (B4c) Prepare specification books.
  - (B5a) Assess varied markup options and billing methods.
  - (B5b) Organize client and trade files.
  - (B5c) Identify discount structures.
  - (B6a) Compare and analyze quotes.
  - (B6b) Create and work within a budget.
  - (B7a) Measure and estimate.
  - (B7b) Compute and analyze estimation problems.
  - (B7c) Use and estimate freight options.
  - (B8a) Collect accounts payable.
  - (B8b) Generate advertising and promotion.
  - (B9a) Negotiate contracts and agreements.
  - (B9b) Write business or design proposals.
  - (B9c) Write contracts and agreements.
  - (B10a) Attend market and trade shows.

- (B10b) Find and use quality resources.
- (B10c) Implement and comply with codes and restrictions.
- (B11) Network with others in the industry.
- (B12a) Acquire competent accountant, banker, attorney, and collector.
- (B12b) Obtain business license and tax license.
- (B13a) Apply Utah State business law.
- (B13b) Apply Federal law.

(C) ASSESS FURNITURE QUALITY OR MATERIALS AND STYLES

- (C1a) Acquire product knowledge.
- (C1b) Read catalogs and price lists.
- (C2) Recognize classic, contemporary furnishing.
- (C3) Interpret scale of furniture and space.
- (C4) Recognize period furnishings.
- (C5a) Assess product lines.
- (C5b) Assess availability and longevity of products.
- (C6a) Select furnishings to meet clients' needs.
- (C6b) Coordinate style and quality of materials and furnishings.
- (C6c) Select and purchase furnishings according to price range.
- (C7a) Identify textiles and proper use.
- (C7b) Recognize woods and finishes and their appropriate use.
- (C7c) Identify ecological and environmental impact of materials and processes.
- (C7d) Appraise materials characteristics (durability, textile specifications, flammability, static control, stain resistance.)
- (C8a) Identify manufacturing warranty.
- (C8b) Identify quality and construction.
- (C9a) Identify and use exterior architectural materials.
- (C9b) Identify and use interior materials.
- (C10a) Specify installation
- (C10b) Identify and solve post-occupancy problems.
- (C10c) Explain product damage and restoration and resolution of problems.
- (C11a) Identify restoration techniques and information.
- (C11b) Reconstruct interior architecture.
- (C11c) Recognize construction restrictions.
- (C11d) Coordinate planning with architects and builders.

(D) CREATE A DESIGN CONCEPT

- (D1a) Interpret elements and principles of design.
- (D1b) Use line and rhythm effectively.
- (D1c) Apply proportion, scale and balance.
- (D2a) Interview client.
- (D2b) Assess and interpret clients' psychological needs (programming.)
- (D2c) Photograph sites and interiors.
- (D3a) Define space and use.
- (D3b) Define traffic and functions.
- (D3c) Plan preliminary schematic and bubble plans.
- (D3d) Anticipate and solve problems.

- (D4a) Formulate a floor plan.
- (D4b) Plan, design, and select lighting.
- (D4c) Create emotion and mood in designs.
- (D4d) Interpret good taste.
- (D5a) Work with existing furniture, fixtures and structures.
- (D5b) Apply ergonomics.
- (D5c) Shop with client.
- (D6) Install furnishings.
  
- (E) DRAW OR DRAFT
- (E1a) Use drafting equipment.
- (E1b) Demonstrate CAD competency.
- (E2a) Stress neatness in all projects.
- (E2b) Develop competency with markers, pens and pencils.
- (E3a) Demonstrate team cooperation.
- (E3b) Use art presentation techniques.
- (E3c) Prepare effective and professional presentations.
- (E3d) Prepare accurate drawings.
- (E4) Reach architectural blueprints.
- (E5a) Summarize and organize ideas and direction.
- (E5b) Measure and rescale environment.
- (E5c) Use design concepts for layouts.
- (E5d) Illustrate design concepts.
- (E6) Consider ADA requirements.
- (E7) Define resources necessary to complete the job or project.
- (E8) Interpret floor plans and drawings.
- (E9) Create lighting plans.
- (E10) Quick sketch ideas.

One measure of student learning will be student interest and satisfaction in reaching course objectives for each Interior Design course as it is offered. One formative evaluation procedure will consist of utilizing the appropriate SLCC assessment system (IAS.) This process will evaluate student perceptions on the value of each course as they proceed toward their goal of a degree. The system assesses student viewpoints in the following areas: course content, instructor competency, understanding of major course content/principles, and the overall course.

Further, a formative evaluation will occur with final examinations in each Interior Design course. These exams will be constructed to focus on measuring the students' understanding of DACUM objectives.

Summative evaluation will occur when Salt Lake Community College students are placed as interns at local interior design firms prior to graduation. The department internship faculty/coordinator will work jointly with supervisors at these firms to assess both the breadth and depth of student competencies, attitudes, and skills.

Feedback to Salt Lake Community College Interior Design teachers from the IAS will occur just after the conclusion of each term. The Division Chair to which Interior Design is assigned will meet with each faculty member to review these course evaluations. However, the key element for student assessment data will be

formal, written evaluations provided by employers assessing student performance during intern experiences. These comments on student and program strengths/weaknesses will be used to improve the program.

In addition, the Salt Lake Community College Planning and Research Office will be requested to assist in conducting a follow-up survey one (1) year after the student graduates. The survey will be mailed to graduates, giving students an opportunity to respond to the applicability of their Interior Design Associate training. Employers will also be surveyed on the quality of Salt Lake Community College graduates. Include formative and summative assessment measures you will use to determine student learning.

## Section V: Finance

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 70       | 78       | 85       | 94       | 102      |
| Cost Per FTE              | 2198     | 2418     | 2300     | 2155     | 2057     |
| Student/Faculty Ratio     | 8t1      | 8t1      | 9t1      | 10t1     | 11t1     |
| Projected Headcount       | 118      | 130      | 143      | 157      | 172      |
|                           |          |          |          |          |          |
| <b>Projected Tuition</b>  |          |          |          |          |          |
| Gross Tuition             | 0        | 0        | 0        | 0        | 0        |
| Tuition to Program        | 0        | 0        | 0        | 0        | 0        |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 130622   | 153622   | 158230   | 162978   | 167867   |
| Benefits                  | 13062    | 23065    | 23757    | 24470    | 25204    |
| Total Personnel           | 143684   | 176687   | 181987   | 187448   | 193071   |
| Current Expense           | 7670     | 8580     | 9550     | 10580    | 11670    |
| Travel                    | 1000     | 1500     | 1800     | 2000     | 2200     |
| Capital                   | 1250     | 1500     | 1750     | 2000     | 2250     |
| Library Expense           | 250      | 350      | 450      | 550      | 650      |
| Total Expense             | \$153854 | \$188617 | \$195537 | \$202578 | \$209841 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation | 0        | 0        | 0        | 0        | 0        |
| Grants & Contracts        | 0        | 0        | 0        | 0        | 0        |
| Donations                 | 0        | 0        | 0        | 0        | 0        |
| Reallocation              | 147434   | 181537   | 187737   | 193998   | 200421   |
| Tuition to Program        | 0        | 0        | 0        | 0        | 0        |

|                 |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|
| Fees            | 6420     | 7080     | 7800     | 8580     | 9420     |
| Total Revenue   | \$153854 | \$188617 | \$195537 | \$202578 | \$209841 |
|                 |          |          |          |          |          |
| Difference      |          |          |          |          |          |
| Revenue-Expense | \$0      | \$0      | \$0      | \$0      | \$0      |

### Budget Comments

Budget is constructed based on projected enrollment in program each year.

### Funding Sources

The proposed program will initially be funded through budget reallocation of base dollars.

### Reallocation

Funds will be transferred from Continuing Education in the School of Professional and Economic Development, where the existing program was developed, to the School of Science, Mathematics and Engineering in the Architectural Technology department.

### Impact on Existing Budgets

There is no other impact on existing budgets.



## Appendix A: Program Curriculum

### All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).

| Course Prefix & Number                                                                                                                                                    | Title                                                                                                                                                                                                                              | Credit Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Core Courses                                                                                                                                                              |                                                                                                                                                                                                                                    |              |
| Composition: ENGL 1010                                                                                                                                                    | Intro. to Writing (EN)                                                                                                                                                                                                             | 3            |
| Choose one – Quantitative Studies:<br>ART 1210<br>FIN 1380<br>MATH 1010<br>BCCM 1100                                                                                      | Math for Visual Arts (QS) (3)<br>Financial Mathematics (QS) (3)<br>Intermediate Algebra (QS) (4)<br>Construction Math (QS) (5)                                                                                                     | 3-5          |
| Choose one - Communication:<br>COMM 1010<br>COMM 1020<br>CTEL 1020                                                                                                        | Elements of Effective Communication (CM)<br>Principles of Public Speaking (CM)<br>Career Speech Skills (CM)                                                                                                                        | 3            |
| Choose one – Human Relations:<br>ART 1150<br>COMM 2110<br>CTEL 1010<br>LE 1220<br>MKTG 1010<br>MKTG 1960                                                                  | Foundation Seminar (HR) (2)<br>Interpersonal Communication (HR) (3)<br>Leadership & Team Building (HR) (3)<br>Human Relations for Career Development (HR) (3)<br>Customer Service (HR) (2)<br>Professionalism in Business (HR) (3) | 2-3          |
| Choose 3 credits from one of the following distribution areas: BS, FA, HU, PS, SS, ID. The following are recommended:<br>ARTH 2710<br>ARTH 2720<br>MKTG 1050<br>PHIL 1130 | Art History/Pre History (HU)<br>Art History/ Renaissance (HU)<br>Consumerism (ID)<br>Personal Ethics (ID, DV)                                                                                                                      | 3            |
|                                                                                                                                                                           | General Education Sub-Total                                                                                                                                                                                                        | 14 (min)     |
| INTD 1010                                                                                                                                                                 | Introduction to Interior Design                                                                                                                                                                                                    | 3            |
| INTD 1200                                                                                                                                                                 | Theory & Psychology of Color                                                                                                                                                                                                       | 3            |
| INTD 1220                                                                                                                                                                 | Drafting for Interior Designers                                                                                                                                                                                                    | 3            |
| INTD 1230                                                                                                                                                                 | Historic Furnishings                                                                                                                                                                                                               | 3            |
| INTD 1310                                                                                                                                                                 | Professional Practice                                                                                                                                                                                                              | 4            |
| INTD 1320                                                                                                                                                                 | Perspective Drawing/Rendering                                                                                                                                                                                                      | 3            |
| INTD 1330                                                                                                                                                                 | Contemporary Furnishings                                                                                                                                                                                                           | 3            |
| INTD 1340                                                                                                                                                                 | Material & Components of Design                                                                                                                                                                                                    | 3            |

| Course Prefix & Number        | Title                      | Credit Hours |
|-------------------------------|----------------------------|--------------|
| INTD 1355                     | Kitchen & Bath Design      | 3            |
| INTD 1360                     | Lighting                   | 3            |
| INTD 1370                     | Commercial Space Planning  | 3            |
| INTD 1450                     | Interior Design AutoCAD I  | 4            |
| INTD 1460                     | Interior Design AutoCAD II | 4            |
| NTD 1500                      | Construction Principles    | 3            |
| INTD 1550                     | Portfolio Preparation      | 3            |
| INTD 2000                     | Internship                 | 3            |
| ART 1120                      | Design                     | 3            |
|                               | Sub-Total                  | 54           |
| Elective Courses              |                            |              |
| INTD 1400                     | Quick Sketch               | 3            |
|                               | Sub-Total                  | 3            |
| Track/Options (if applicable) |                            |              |
|                               | Sub-Total                  |              |
|                               | Total Number of Credits    | 68 (min)     |

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

All courses have already been developed, though many have been revised for the AAS degree. No new courses are needed for the implementation of the AAS program.

## Appendix B: Program Schedule

### Fall Semester

| Course Prefix & Number | Title                           | Credit Hours |
|------------------------|---------------------------------|--------------|
| INTD 1010              | Introduction to Interior Design | 3            |
| INTD 1200              | Theory & Psychology of Color    | 3            |
| INTD 1220              | Drafting for Interior Designers | 3            |
| INTD 1230              | Historic Furnishings            | 3            |
| ART 1120               | Principles of Design            | 3            |
| Total                  |                                 | 15           |

### Spring Semester

| Course Prefix & Number | Title                           | Credit Hours |
|------------------------|---------------------------------|--------------|
| INTD 1320              | Perspective Drawing/Rendering   | 3            |
| INTD 1330              | Contemporary Furnishings        | 3            |
| INTD 1340              | Material & Components of Design | 3            |
| INTD 1350              | Kitchen & Bath Design           | 3            |
| INTD 1450              | Interior Design AutoCAD I       | 4            |
| Total                  |                                 | 16           |

### Summer Semester

| Course Prefix & Number | Title                            | Credit Hours |
|------------------------|----------------------------------|--------------|
| INTD 2000              | Internship                       | 3            |
| Gen Ed.                | Student choice – Human Relations | 2-3          |
| Gen Ed – ENGL 1010     | Intro. to Writing (EN)           | 3            |
| Total                  |                                  | 8-9          |

### 2nd Fall Semester

| Course Prefix & Number | Title                          | Credit Hours |
|------------------------|--------------------------------|--------------|
| INTD 1310              | Professional Practice          | 4            |
| INTD 1370              | Commercial Space Planning      | 3            |
| INTD 1460              | Interior Design AutoCAD II     | 4            |
| Gen Ed                 | Student Choice - Communication | 3            |
| Total                  |                                | 14           |

### 2nd Spring Semester

| Course Prefix & Number | Title                                 | Credit Hours |
|------------------------|---------------------------------------|--------------|
| INTD 1360              | Lighting                              | 3            |
| INTD 1500              | Construction Principles               | 3            |
| INTD 1550              | Portfolio Preparation                 | 3            |
| Gen Ed.                | Student choice - Quantitative Studies | 3-5          |
| Gen Ed.                | Student choice - Distribution         | 3            |
| Total                  |                                       | 15-17        |

Total Program Hours: 68 (min)

### Appendix C: Faculty

| <u>Faculty Name</u> |      | <u>Education</u>                               | <u>Years of Experience</u> |
|---------------------|------|------------------------------------------------|----------------------------|
| Cheryl Anderson     | 1999 | AS LDS Business College                        | 8                          |
| Janet Barrs         | 1993 | BS Arizona State Univ.                         | 10                         |
| Mary "Milly" Boren  | 1973 | BA Utah State University                       | 22                         |
| Jeri Eastman        | 1986 | BS Utah State University                       | 22                         |
| Sharon L. Hodson    | 1989 | BA University of Kansas                        | 19                         |
| John Holbrook       | 2006 | MA University of Utah                          | 5                          |
| Lori King           | 1974 | BA Brigham Young Univ.                         |                            |
|                     | 2003 | AS LDS Business College                        | 8                          |
| Lee Last            | 1959 | Certificate New York School of Interior Design | 49                         |
| Naima Nawabi        | 2004 | BS University of Utah                          | 10                         |
| Rosine Oliver       | 1974 | BA Beaver College                              |                            |
| Mojdeh Sakaki       | 1997 | AAS LDS Business College                       |                            |
|                     | 1979 | BS Farleigh Dickenson University               | 15                         |
| Zachary Taylor      | 2003 | Certificate SLCC                               | 5                          |
| Meagan Whitehead    | 2005 | BS Utah State University                       | 3                          |

July 10, 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 have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

**A. *Dixie State College* – Request to Establish a Student Media Center**

**Request:** Dixie State College requests approval to establish a Student Media Center in connection with its Communication baccalaureate program. The Board of Trustees approved the proposal on 2 May 2008.

The Student Media Center (SMC) is envisioned as a soft-funded semi-professional enterprise providing oversight to operations, projects, and finances involving DSC newspaper, web news and media, television, radio, magazine and film. Within the center, faculty advisors, student editors/managers/producers, and students will work with a Media Center Director (MCD) for access to equipment and resources necessary to complete various media-related activities. The MCD supervises the progress of the various media-related projects to ensure that the projects are completed professionally and in a timely manner. In turn, the MCD reports to a DSC campus-wide Student Media Council made up of administrators, faculty, and students who set policy, approve financing, and authorize projects requested of the SMC.

The SMC recently signed an agreement with representatives of Dick Nourse, retired KSL-TV anchorman, to establish the Dick Nourse Student Media Center. This is only the beginning of the opportunities for grants, donations, and other support from industry and individuals to support DSC's innovative programs.

**Need:** According to Dixie State College, the Communication Department houses a wide range of project- and finance-producing entities that frequently duplicate each other's efforts and fragment department interests in counterproductive ways. Mass Media and Film faculty and students frequently compete for limited funds to purchase similar equipment, software, and other resources. Similarly newspaper advertizing sales personnel compete with radio and television advertizing personnel for advertisers and income generating resources. In an era of media convergence, media fragmentation and competition are counterproductive to efficient education and use of assets. Also, with a wide range of activities generating monies, central supervision and proper financial controls also become a major consideration. By having a

SMC and governing council, competition can be reduced, media convergence can be institutionalized, financial oversight can be more effectively implemented and equipment can be shared and more efficiently managed.

The SMC is intended to place resources in the hands of students, empowering them to learn through hands-on media-centered activities. Hands-on experiences are a vital part of DSC program's mass media and film production pedagogy. The SMC is envisioned to be a hive of student activity producing newspaper, film, television, radio and web-related projects. Students themselves will run the various media and will receive advisement from faculty and professionals. Advertising contact and receipts will come through this center. Payments will be made, equipment checked in and out, and projects will be utilized between media.

While DSC's SMC is new and cutting-edge, the idea is not unique. Other institutions around the country have also adopted Student Media Centers, notably UCLA, ASU, and SLCC. The DSC SMC has been patterned after the Salt Lake Community College Student Media Center which received the national Model Teaching Award from the Western States Communication Association in 2001. The SLCC Student Media Center has been visited and praised by communication programs in both 2- and 4-year institutions as a unique and world-class approach to facilitating student learning and activities.

- The SMC is very active in support of DTV, the community education channel agency (CECA) in Washington County, which partners with surrounding cities and counties to provide programming of all types—governmental, educational, and entertainment. This channel provides 24/7 broadcast opportunities for DSC students.
- The SMC envisions providing programming for two additional television channels which will provide significant additional outlets for DSC students' media work. One of these channels will be dedicated to purely educational programming (tele-courses, etc.) and the other dedicated as the official DSC channel, featuring programming of all types from and about campus life and events.
- The SMC will provide resources for radio programming. DSC currently partners with a local commercial broadcaster to provide radio programming part of each day, but envisions a 24/7 FM station that includes multiple signals which will provide multiple radio channels available for DSC students.

**Institutional Impact:** The dean and other administrators sit on the Student Media Council to approve projects and review policy and finances. Beyond that, there is no other effect on existing administrative structures. The SMC itself functions as an internship-like opportunity for the mass communication and film production students in the Communication program. It is not directly connected to academics, and no credit is granted for participation in the center, except when done as an approved internship.

The existing faculty act as advisors. The existing secretarial staff provides needed support. The Center will need various professional staff to support and manage the affairs of the Center that have professional requirements beyond the scope of students. These include a marketing manager, a program director, and eventually a production director. *These positions are all soft-funded and will be added only if and when the finances of the center permit.*

The SMC will operate, for now, from the existing television facilities at DSC, on the 3<sup>rd</sup> floor of the Whitehead Student Services Building. However, at least in part because of the hands-on experience which this Center provides, the number of enrollments in the Communication baccalaureate program is growing rapidly, and the Department and Center will eventually need an expanded facility. The College is already

planning to move them into the Jennings Building in January of 2009 which will provide the additional space and facilities necessary to accommodate the expected growth.

**Finances:** The central concept of the SMC is elimination of duplicated equipment requests and purchases, increased availability of equipment to students and faculty, and improved up-keep of equipment. Likewise, the SMC provides decreased competition for financial resources by centralizing financial requests as well as converging marketing efforts to local businesses to support the wide variety of needed media advertizing. The SMC will require reassigned time from one faculty member to serve as the director. Since all costs of operating the Center are soft-funded, these will be covered only by the revenues the SMC produces through sponsorships and/or from grants and donations acquired from interested parties.

All future costs of equipment and staff will come from the operating income of the SMC which is expected to be sufficient to support all needed functions.

#### **B. *Salt Lake Community College* – Approval of a Certificate of Completion in Fashion Design**

**Request:** Salt Lake Community College requests approval to offer a Certificate of Completion in Fashion Design effective Fall 2008. This program was approved by the Board of Trustees on 13 February 2008. This program was submitted under the Fast Track Option, approved by the Regional CTE Committee, reviewed by other institutions who all gave their support, and approved by the Commissioner on 16 June 2008.

**Program Description:** The Fashion Institute program is designed to introduce students to and prepare students for the field of Fashion Design. Upon successful completion of the program, students will have knowledge and skills in the following areas: design concepts, fashion history, illustration, pattern making, draping, textiles, clothing construction, costume design, entrepreneurship, and portfolio presentation. The SLCC program combines both classroom and practical work experience through the Internship and Special Projects courses. The Fashion Institute program is a three-semester program for full- or part-time students.

**Purpose of Degree:** The Fashion Institute Certificate of Completion will provide students with career opportunities in the Fashion industry in fulfillment of SLCC's role and mission as a comprehensive community college. Expected outcomes for students completing the Fashion Institute Certificate of Completion program follow. Students will:

- Be prepared to work for existing apparel companies or as an entrepreneur.
- Understand the history of fashion and the basic theories of fashion design (color, line, shape, texture, scale, and proportion).
- Know how to make patterns, illustrate designs, and construct garments.
- Exhibit professionalism through high quality presentations; effective sales techniques; efficient organization; and work cooperatively with clients and co-workers.
- Have the opportunity to learn about the various employment options available through internships.
- Create a collection of clothing that displays personal design styles.
- Create high quality portfolios that can be used for job applications. Portfolios will reflect class work and projects completed during internships.
- Use proper industry terminology which will allow them to communicate effectively with other similarly engaged professionals. They will listen effectively and express their ideas clearly.

**Institutional Readiness:** SLCC has been offering a Fashion Institute Certificate program through Continuing Education for some time. The program is now judged to be viable to be offered as a Fashion Institute Certificate of Completion from the School of Arts and Communication in the Arts/Communication/Digital Media department.

*Faculty:* There are currently 11 adjunct faculty members who are credentialed, experienced in Fashion Design, and prepared to teach the fashion institute coursework. A full-time faculty position will be requested as part of SLCC's 2009-10 budget process. Expectations of maintaining professional currency will be part of the teaching requirements before full-time or adjunct faculty members are hired. Ongoing professional development is expected, including participation in at least one national meeting per year by the lead faculty member to keep the department current within the profession.

Each full-time and adjunct faculty member will teach the curriculum in which they are most proficient to optimize benefits of their professional expertise to students.

Students using the appropriate SLCC assessment system will evaluate all design faculty members. The evaluation will examine teaching practices from the student perspective and highlight areas of strengths as well as areas in need of improvement. SLCC administrators and the College training office will work with any faculty in need of assistance.

*Staff:* The Division of Arts and Communication in the School of Arts and Communication will administer this program. The division chair, the chair's administrative assistant, and Faculty Support Services will assist in support operations. It is anticipated that no additional administrative or secretarial help will be required.

*Library and Information Resources:* SLCC's Markosian Library currently provides support for the existing Fashion Institute Certificate program with approximately 250 books and other media on Design Principles, Fashion History, Fashion Design and Costume. Additional books, videos, and periodical subscriptions are being ordered to upgrade and enlarge this collection. In addition to the Markosian Library, the Library Square Center (the site of the current program) also offers a library consisting of books, videos, DVDs and other media covering all aspects of fashion design as well as subscriptions to industry periodicals. Access is available to several electronic databases (some of which contain full-text articles) including references to all areas of the Fashion Industry.

*Admission Requirements:* There are no special admission requirements for this program. Admission is consistent with general SLCC admission procedures and guidelines.

*Student Advisement:* Students will have the opportunity to consult with an academic advisor as needed and will also be encouraged to meet with Fashion Institute faculty for further advising needs throughout their program.

*Justification for Gradation Standards and Number of Credits:* SLCC's proposed Fashion Institute Certificate of Completion is designed primarily to prepare students to enter the career field. Requirements for a Fashion Institute Certificate of Completion follow the guidelines outlined in the SLCC General Catalog for Certificates of Completion. Students will earn a minimum of 41 credits. The total program credit hours fall within State Board of Regent policy parameters for a Certificate of Completion.



*External Review and Accreditation:* The Program Advisory Committee (PAC) will meet twice a year to evaluate the success of the program. The PAC will evaluate the efficiency of the competencies defined for the proposed program and the effectiveness of internships, recommend appropriate changes based upon the conclusions of their assessment, and help to identify other advocates for the proposed program.

*Projected Enrollment:*

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio |
|------|-------------------|--------------|--------------------------|
| 1    | 80                | 11           | 7-1                      |
| 2    | 88                | 11           | 8-1                      |
| 3    | 97                | 11           | 8-1                      |
| 4    | 106               | 11           | 9-1                      |
| 5    | 112               | 11           | 10-1                     |

*Expansion of Existing Program:* The Fashion Institute Certificate of Completion is additional to the existing Fashion Institute Certificate program, currently in the School of Professional and Economic Development (formerly Continuing Education.) SLCC offered its first Fashion Institute courses in 1995. Enrollment has steadily increased with each fall and spring semester bringing about 10 new student enrollments into the "Introduction to Fashion Design" course.

**Need:** The fashion industry is growing in Utah. Many companies who have found production costs too high in coastal cities have moved their facilities to Salt Lake City and surrounding areas. Companies are experiencing an increasing need for employees trained in the various aspects of the apparel industry.

The Utah System of Higher Education Master Plan 2000 makes a major commitment to expand opportunities for Career and Technology Education. The proposed Fashion Institute program will aid in accomplishment of this goal. SLCC Fashion Institute is in the unique position of being one of the most credible educational resources to produce the student base necessary to meet the needs of the industry. Internship opportunities and full-time positions are on the rise.

Entrepreneurship is another very important element of the fashion industry. The SLCC Fashion Institute program prepares students to create their own companies through that emphasis. Students are taught the skills necessary to create their own companies, which in turn creates more demand for trained employees.

*Labor Market Demand:* Though the Utah Department of Workforce Services has no information on Fashion Design or Fashion Designers, the economic reality of retail businesses opening in Utah and their constant demand for student designers, illustrators, and costumers indicates Utah to be a pivotal location for Fashion for many years.

*Student Demand:* As previously mentioned, SLCC offered its first Fashion Institute courses in 1995 and enrollment since then has increased significantly. There are daily inquiries and requests for information regarding the Fashion Institute.

*Similar Programs:*

- Weber State University offers an AAS and BS in Sales and Merchandising with an emphasis in Fashion Merchandising.
- Utah State University offers a bachelor's degree in Apparel Merchandising.

- Brigham Young University offers a bachelor's degree in Fashion Merchandising.

A Certificate of Completion program is not available in the Salt Lake area. Most inquiries received at SLCC related to fashion are from students in the Salt Lake Valley wanting to enter a local public program.

The proposed SLCC program requires multiple sewing and pattern making classes not offered anywhere else in the Salt Lake area, thus broadening the scope of career choices for students. The program provides students with opportunities to apply the skills gained through coursework to practical work experience, consistent with the needs of the community and the goals of SLCC.

*Collaboration with and Impact on Other USHE Institutions:* Through a Fashion Institute Certificate of Completion, SLCC looks forward to possible articulations with both WSU and USU.

*Benefits:* Eighty students are currently enrolled in SLCC's Fashion Institute classes. The ability to earn a Certificate of Completion would benefit these existing students as well as new students, providing them expanded career opportunities. This SLCC offering will enhance CTE offerings in USHE and provide opportunity for further collaboration with other four-year institutions.

*Consistency with Institutional Mission:* The Certificate of Completion in Fashion Institute contributes to fulfilling SLCC's mission. SLCC is a public, open-access, comprehensive community college committed to serving the broader community, providing quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

**Program and Student Assessment:** Goals for the program and measurements of success will be:

1. Goal: Enroll a minimum of 28 new students per year. Measure: Enrollment data.
2. Goal: Graduate 12 students each year. Measure: Graduation data.
3. Goal: Evaluate students who work in internship positions prior to graduation. Measure: At least 70 percent of employers who utilize interns will rate their skills and attitudes at above average or higher.
4. Goal: Track graduate job placement for those seeking employment. Measure: Success will be achieved if 90 percent of graduates who seek employment are placed in jobs.
5. Goal: Increase the student's visibility with the Fashion Industry community. Measure: Increase visits by Fashion Design industry professionals by 20 percent.

*Expected Standards of Performance:* SLCC hosted a DACUM (Developing a Curriculum) at which professionals practicing in the Fashion Industry identified tasks, duties, and essential skills for Fashion Designers/ Merchandisers that students need to achieve by graduation.

One measure of student learning will be student interest and satisfaction in reaching course objectives for each Fashion Institute course. This process will evaluate student perceptions on the value of each course as they proceed toward their goal of a Certificate of Completion. Further, a formative evaluation will occur with final examinations in each Fashion Institute course. These exams will be constructed to focus on measuring the students' understanding of DACUM objectives.

Summative evaluation will occur when SLCC students are placed as interns at local design firms prior to graduation. The department internship faculty/coordinator will work jointly with supervisors at these firms to assess both the breadth and depth of student competencies, attitudes, and skills.

In addition, the SLCC Planning and Research Office will be requested to assist in conducting a follow-up survey one year after each student graduates. The survey will be mailed to graduates, giving students an opportunity to respond to the applicability of their Fashion Institute training. Employers will also be surveyed on the quality of SLCC graduates.

## Finance

| Financial Analysis Form         |           |           |           |           |           |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                 | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| <b>Students</b>                 |           |           |           |           |           |
| Projected FTE Enrollment        | 94        | 103       | 113       | 126       | 141       |
| Cost Per FTE                    | 1,676     | 1,380     | 1,290     | 1,188     | 1,086     |
| Student/Faculty Ratio           | 7         | 8         | 8         | 9         | 10        |
| Projected Headcount             | 150       | 165       | 181       | 200       | 225       |
|                                 |           |           |           |           |           |
| <b>Projected Tuition</b>        |           |           |           |           |           |
| Gross Tuition                   |           |           |           |           |           |
| Tuition to Program              |           |           |           |           |           |
|                                 |           |           |           |           |           |
| <b>5 Year Budget Projection</b> |           |           |           |           |           |
|                                 | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| <b>Expense</b>                  |           |           |           |           |           |
| Salaries & Wages                | 126,463   | 112,362   | 114,720   | 117,090   | 119,475   |
| Benefits                        | 27,863    | 26,582    | 26,923    | 27,267    | 27,613    |
| Total Personnel                 | 154,326   | 138,944   | 141,643   | 144,357   | 147,088   |
| Current Expense                 | 500       | 900       | 1,200     | 1,500     | 1,800     |
| Travel                          | 1,000     | 1,500     | 1,800     | 2,000     | 2,200     |
| Capital                         | 1,500     | 1,000     | 1,200     | 1,400     | 1,600     |
| Library Expense                 | 250       | 300       | 350       | 400       | 450       |
| Total Expense                   | \$157,576 | \$142,644 | 145,878   | \$149,657 | \$153,138 |
|                                 |           |           |           |           |           |
| <b>Revenue</b>                  |           |           |           |           |           |
| Legislative Appropriation       |           |           |           |           |           |
| Grants & Contracts              |           |           |           |           |           |
| Donations                       |           |           |           |           |           |
| Reallocation                    | 150,534   | 134,898   | 137,386   | 140,416   | 142,973   |
| Tuition to Program              |           |           |           |           |           |
| Fees                            | 7,042     | 7,746     | 8,492     | 9,241     | 10,165    |
| Total Revenue                   | \$157,576 | \$142,644 | \$145,878 | \$149,657 | \$153,138 |
|                                 |           |           |           |           |           |
| <b>Difference</b>               |           |           |           |           |           |
| Revenue-Expense                 | \$-       | \$-       | \$-       | \$-       | \$-       |

The "Projected FTE Enrollment" in the chart represents annualized FTE. Budget is constructed based on projected enrollment in the program each year.

*Funding Sources:* The proposed program will initially be funded through budget reallocation of base dollars.

*Reallocation:* Funds will be transferred from Continuing Education in the School of Professional and Economic Development, where the existing program was developed, to the School of Arts and Communication.

*Impact on Existing Budgets:* There is no other impact on existing budgets.

#### Recommendation

The Commissioner recommends approval of the items on the Program's Consent Calendar as noted. No action is required.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/amh

July 1, 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. *Utah State University***

**i. *College Name Change: the College of Education to the Emma Eccles Jones College of Education and Human Services***

**Request:** The College of Education and Human Services at Utah State University is seeking formal authorization to change the name of the College of Education to the Emma Eccles Jones College of Education and Human Services.

**Need:** Over \$45 million has been contributed to the College of Education: 5 December 2007, the Emma Eccles Jones Foundation announced a gift in the amount of \$25 million; Emma Eccles Jones herself has also donated. In recognition of these gifts, Utah State University seeks authorization for this name change.

**Institutional Impact:** In responding to the gift announcement, Dean Carol Strong commented: "The gift will allow the already highly ranked college to affirm even further its status as one of the nation's leaders in early childhood education, research and service. The synergy created by this gift will serve as a powerful catalyst, helping to transform early childhood education not only regionally and nationally but internationally."

**Finances:** Renaming the College of Education and Human Services will not have an impact on the budget.

ii. *Department Restructuring: Divide the Department of Economics into the Department of Applied Economics and the Department of Economics and Finance*

**Request:** Utah State University requests approval to dissolve the existing Department of Economics and create two new separate departments: the Department of Applied Economics and the Department of Economics and Finance. For many decades, the Department of Economics has been jointly administered by the College of Agriculture and the Huntsman School of Business. Under the proposed new structure, the Department of Applied Economics will be created in the College of Agriculture and a separate and distinct Department of Economics and Finance will be created in the Huntsman School of Business. The two independent departments will better serve and fulfill the vision and strategic plans of their respective academic colleges.

This request involves the creation of no new degree programs and will require no additional faculty to implement the curriculum. Rather, the existing resources will be divided to form two viable academic units. Administrative responsibility for the existing degree programs will be assigned to one or the other of the new departments. In the short term, the teaching assignments of individual faculty members will remain constant. Over time, if changes to the curriculum are necessary, both departments will follow established procedures identified in university policy for proposing such changes.

**Need:** While the jointly-administered department has been operationally functional, that unique configuration (reporting to two deans) has resulted in some challenges. Starting in April 2007, in a series of six meetings that included the executive vice president and provost, the deans of the two colleges and the faculty of the Department of Economics, the group collectively explored and discussed the advantages and disadvantages of various administrative configurations.

The executive vice president, provost, and the deans of the two colleges concluded that the proposed structure would allow each college to fully develop and utilize the intellectual and academic resources which it is assigned. Indeed, both colleges are prepared and poised to invest in more focused economics programs which reflects their distinctive areas of academic interest and which can be synergistic with other programs in each college. While there is not unanimous agreement among the faculty of the current department, the majority of the faculty is supportive of the decision to move this proposal forward.

The new proposed organizational structure is intended to achieve several goals. USU expects the more focused academic units to:

- Achieve a greater alignment with the missions of the colleges in which they reside – becoming more of an intellectual force in their respective colleges.
- Be shaped by each department's dean and to be molded to reflect the priorities of the colleges.
- Contribute more substantially to the growth and development of students in other majors located in their college.
- Gain greater national visibility for their expertise in more defined areas of academic inquiry.
- Acquire greater financial support from their respective colleges because the respective deans' efforts and actions will be perceived as more central to the future of their respective colleges.

**Institutional Impact:** The proposed restructuring will not have a significant impact on enrollments in the four undergraduate majors or three minors. At the graduate level, the greater focus of the two new departments may have a small positive impact on enrollments. Administrative responsibility for the specific degree programs will be distributed in the following manner.

First, the new department in the College of Agriculture will be assigned administrative responsibility for the undergraduate majors in agribusiness (including both the business and the agricultural systems options), agricultural economics, and international agribusiness. The College of Agriculture will also be responsible for the minors in agribusiness management and agricultural economics. At the graduate level, the College of Agriculture will assume administrative responsibility for the doctorate in economics and the MS in applied economics (including the three specializations in agricultural economics, natural resource economics, and regional economic development).

Second, the new department in the Huntsman School of Business will have administrative responsibility for the undergraduate major in economics (including the emphasis areas of economic theory, managerial economics, and prelaw economics) and the economics minor. At the graduate level, this department will be responsible for the MS and MA in economics.

*Administrative Structure:* The proposed restructuring will result in two new departments – one located administratively in the College of Agriculture (the Department of Applied Economics) and another located administratively in the Huntsman School of Business (the Department of Economics and Finance).

*Facilities:* In the short term, no new physical facilities will be required. All of the faculty will remain in their current offices. In the long term (three to five years), the faculty and staff of the Department of Applied Economics will be relocated to the new Agricultural Sciences building on the University Quad.

*Faculty:* In the Fall of 2007, the executive vice president and provost met individually with each member of the existing Department of Economics. As part of these discussions, each faculty member was asked to designate their preferred departmental affiliation. All of the preferences of the existing faculty were accommodated. That is, each continuing faculty member was able to select with which of the two new departments they would be affiliated. By July 1, 2008, the staff will be similarly consulted and a disaggregation plan devised.

**Finances:** There will be some marginal additional costs associated with implementing this restructuring. For example, there is currently money in the budget for one department head. With the move to two departments, USU will identify the resources necessary to pay an administrative stipend to a second department head. Similarly, as the disaggregation is implemented fully and the two departments are physically separated, there may be a need for additional staff. Monies for these additional expenditures will come from internal college and university reallocations or the use of new discretionary monies.

iii. ***Emphasis Name Change: the Human Development Emphasis to Child Development***

**Request:** The Department of Family, Consumer, and Human Development in the Emma Eccles Jones College of Education and Human Services at Utah State University requests to change the name of the Human Development emphasis in the Family, Consumer, and Human Development major to Child

Development. This change will not affect any instructional activities. All course requirements for the emphasis will stay the same.

**Need:** This change is requested to more accurately reflect the content of the emphasis and reduce confusion that students have who want to study adulthood or adolescence. It is not a life-span human development emphasis. It is an emphasis in infancy and early childhood.

**Institutional Impact:** This proposed change will not affect enrollments in this emphasis, nor will it affect any affiliated departments or programs. It will have no effect on existing administrative structures or in existing faculty or staff. No new facilities or equipment will be required.

**Finances:** No new costs or savings are anticipated from this change.

iv. *Department Name Change: the Department of Instructional Technology to the Department of Instructional Technology and Learning Sciences*

**Request:** Utah State University requests approval to rename the Department of Instructional Technology to the Department of Instructional Technology and Learning Sciences. The new name would take effect 1 January 2009.

**Need:** The rationale for renaming the department includes the following:

- To reflect the current faculty's research focus and desires. Currently, many faculty members in the department engage in Learning Science research. At a vote at a faculty meeting in March, 2008, only one faculty member voted against the proposed name change.
- To stay current with national and international research and teaching trends. Many departments of Instructional and/or Educational Technology are renaming themselves to, or adding an emphasis in, Learning Sciences. Nationally, the American Education Research Association Conference has a Learning Sciences special interest group. Internationally, there is both *Journal of the Learning Sciences*, as well as a bi-annual Internal Conference of The Learning Sciences.
- To advance interdisciplinary external funding proposals and research. Many funding agencies and foundations (e.g., National Science Foundation, Hewlett Foundation) have funding programs that specifically name and target Learning Sciences research. Several faculty members pursue these awards and would thereby benefit from the requested name change.
- To enhance the recruitment of high quality faculty. Many new, quality PhDs have been prepared within programs that are either named or contain a substantial Learning Science component. The requested name change would help ensure USU is considered in the job search of these candidates.
- To enhance the recruitment of high quality students.

**Institutional Impact:** The proposed restructuring will not affect current enrollments in the department's program. As noted above, it is expected to increase the quantity of students applying. No new physical facilities or equipment will be required. The number of faculty and professional staff will not change.

**Finances:** No new costs or savings are anticipated from this change.



v. *Reorganization of Minors: Combine the Horse Production and Horse Training Minors into a Single Equine Minor and the General Animal Science and General Dairy Science Minors into a Single Animal and Dairy Science Minor*

**Request:** Utah State University's Department of Animal, Dairy, and Veterinary Sciences (ADVS) requests to combine the Horse Production and Horse Training minors into a single Equine minor and the General Animal Science and General Dairy Science minors into a single Animal and Dairy Science minor, effective Fall 2008.

**Need:** The ADVS Department is administered by the College of Agriculture (COA). It is one of the largest departments on campus, is very complex, and highly diversified. The mission of the ADVS Department is to provide teaching, research, extension, and professional service to support the animal industries of Utah, the surrounding region, the nation, and the international community.

In November 2004, the ADVS Department hosted a review team representing the United States Department of Agriculture – Cooperative State Research, Education, and Extension Service (CSREES). Following a thorough critique of the ADVS Department, both verbal and written reports were prepared by the CSREES review team. This critique identified areas within the department with the greatest potential to impact students, the people of Utah, and the national and international communities. It also identified areas having the greatest potential to increase the stature and reputation of the department.

As a consequence of the review, the ADVS Department restructured the BS degree program in Spring 2007. The majors for the department were organized into a single BS degree in Animal, Dairy, and Veterinary Sciences. However, the minors were not adjusted when the major was approved.

The changes to the ADVS minors are needed to align with the major and emphases. Also, the evolution of the animal science production industries has demanded greater cross-disciplinary programs. Currently, the minors represent discipline isolation. The adjustment of the existing four minors into two broader minors provides for better hybridization. By combining Horse Production and Horse Training, and changing the terminology to Equine ("equine," rather than "horse," is the correct terminology now), the minor provides a streamlined pathway to horse science specialization. And by combining General Animal Science and General Dairy Science, the minor will bring together like-disciplines to share resources and expertise.

**Institutional Impact:** The proposed restructuring of the minors in ADVS should not affect enrollments in instructional programs of affiliated departments or programs at USU. The ADVS Department does not predict or expect a statistically significant increase or decrease in undergraduate enrollment. There is nothing "new" or seemingly different to bring in or to discourage enrollment.

The existing administrative structures will be impacted. Advising will be more direct and coherent. For example, the confusion between a Horse Production and a Horse Training minor will be eliminated. No new teaching faculty or teaching facilities will be required. Existing faculty and facilities are sufficient to implement the proposed change to the minors in ADVS.

**Finances:** No costs are anticipated for the requested change. The courses required for the new minors are currently offered. There will be no budgetary impact, including cost savings, to other programs or units.

## **B. Weber State University**

### **i. Approval of a Minor in International Politics**

**Request:** This request is for permission for Weber State University to offer an undergraduate minor in International Politics.

The International Politics (IP) minor builds upon existing courses to create an additional option for WSU students. Numerous WSU students have indicated a strong interest in graduating with credentials emphasizing a competence in IP, and often prefer an IP minor to a traditional Political Science minor. Current, Political Science majors and minors frequently choose IP as an area of study in their major field.

To obtain an IP minor, students take a total of 24 credit hours. Core courses constitute nine credit hours in three mandatory POLS classes; elective courses constitute six credit hours selected from six optional POLS courses; and interdisciplinary courses constitute nine credit hours. Students must earn a grade of C or better in each course; the current Political Science coordinator of the IP minor may approve exceptions to this format. Any student seeking an IP minor must submit a program of study at the outset of the program to the coordinator. Political Science majors are not allowed to count the same courses toward the fulfillment of both the major and the minor.

No additional resources in terms of faculty, academic courses, or library resources are required for the proposed IP minor.

**Need:** As noted above, numerous students have indicated a strong interest in graduating with credentials emphasizing a competence in IP, and often prefer an IP minor to a traditional Political Science minor. Moreover, the WSU Bachelor of Integrated Studies program has expressed enthusiastic support for the option of an IP minor. Given the complex interdependence of the 21<sup>st</sup> Century, an IP minor complements majors in every social sciences field as well as many fields in the humanities and sciences.

**Institutional Impact:** The IP minor offers an opportunity in this age of globalization for students across campus to prepare themselves more effectively for careers found on the international stage, connected to the global economy, or requiring factual, cultural, and political knowledge about our interdependent world. Thus, the IP minor enhances the post-graduation career options of WSU students.

**Finances:** There is no impact on existing budgets.

### **ii. Approval of Minor in Public Administration**

**Request:** This request is for permission for Weber State University to offer an undergraduate minor in Public Administration.

This program is designed to give WSU students a set of marketable applied skills in local and state government administration. Currently, the public sector consists of 16 percent of the American workforce with 11.2 million local government jobs, 4.2 million state government jobs, and 2.9 million civilian federal government positions. In the Ogden metropolitan area there is an untapped need for skilled public servants, a need that will only increase. This minor develops and improves public management skills, emphasizes the well-connected Political Science department and local institutions of government and is conveniently

located and scheduled for working professionals. This program is also unique to WSU and builds on current programs and the growth in government services in the region.

The curriculum requires 24 hours in 2 areas: core (9 hours) and electives (15 hours). Many students will be employed by state and local governments or internships and latitude in tailoring the curriculum is important. All of the courses are currently part of the curriculum at WSU. Students must earn a grade of C or better in each course. Students seeking a Public Administration minor must consult with the coordinator and submit a program of study. Students may not major in Political Science and minor in Public Administration.

**Need:** Student demand for public administration coursework is high, particularly for students who pursue a career in local government, or who are currently employed in government. This program will also serve as a recruitment tool. It will help prepare Political Science minors for graduate and professional schools (e.g., Master's of Public Administration programs at BYU and the University of Utah). The minor will also leverage recent successes in placing WSU undergraduates in government internships.

**Institutional Impact:** The Public Administration minor offers an opportunity for students both at WSU and government employees in the Northern Utah region to acquire the skills, both theoretical and applied, that prepare them for careers in the public sector. The program will also establish relationships with local governments and provide internship opportunities for students.

**Finances:** There are no new expenses to a Public Administration minor for additional faculty, new courses, or library resources.

### Recommendation

The Commissioner recommends the Regents review the items on the Program's Information Calendar. No action is required.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/amh

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

SUBJECT: Proposed Policy R562, *Non-lapsing Balances*

Issue

Regents are being asked to review and approve a new policy regarding institutional non-lapsing balance guidelines.

Background

USHE institutions have legislative authorization to keep unspent appropriated funds at year-end rather than return them to the State of Utah. These unspent funds are referred to as "Non-lapsing balances." Non-lapsing balances are used as reserve working capital and for large one-time purchases. The nature of some equipment or capital projects may require an institution to retain funds for more than one year. During recent years, uncertainties in enrollment, tuition, and state tax fund support have validated the wisdom of keeping some funds in reserve.

The Commissioner believes institutions demonstrate good financial management by retaining a reasonable amount of non-lapsing balances. Based on a recommendation from the Council of Presidents, the Commissioner recommends that institutions be encouraged to carry forward at least four percent of appropriated funds. Institutions should generally not carry-forward more than seven percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction. The recommended ceiling of seven percent represents less than one month in reserves.

Commissioner's Recommendation

The Commissioner recommends approval of new policy R562, *Non-lapsing Balances*.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

## ***R562, Non-Lapsing Balances (DRAFT)***

---

### **R562-1. Purpose**

To provide limits and guidelines for non-lapsing balances in the Utah System of Higher Education.

### **R562-2. References**

**2.1.** Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)

**2.2.** Utah Code [§53B-7-101](#) (Financial Affairs)

**2.3.** Utah Code [§63J-1-401](#) (Budgetary Procedures Act)

**2.4.** Policy and Procedures [R120](#), Bylaws of the State Board of Regents

**2.5.** Policy and Procedures [R561](#), Accounting and Financial Controls

### **R562-3. Policy**

**3.1. Institutions Authorized to Keep Unspent Funds At Year-end** - Utah's system of higher education is authorized to keep unspent appropriated funds at year-end rather than return them to the state General Fund. These funds include state tax funds, special or supplemental appropriations, mineral lease funds, and dedicated credits.

#### **3.1.1. Budgetary Procedures Act - End of Fiscal Year -- Unexpended Balances -**

Non-lapsing balances are authorized in the Utah Code in the Budgetary Procedures Act (63J-1). Section 63J-1-401 states in part that "the Division of Finance shall close out to the proper fund or account all remaining unexpended and unencumbered balances of appropriations made by the Legislature . . ." except certain funds, including "college and university funds . . ." and also "funds encumbered to pay purchased orders issued prior to May 1 for capital equipment if delivery is expected before June 30 . . ."

**3.1.2. Funds Carried Forward Without Specifying Balance or Use Limits** - The law authorizes higher education to keep unspent fund balances and carry them forward into the next fiscal year without specifying any limit on the balance that can be carried forward or limiting the uses of the funds.

#### **3.2. Prudent Financial Management - Appropriate Carry Forward Balances -**

System institutions shall demonstrate prudent financial management by carrying forward an appropriate positive balance, from one year to the next, sufficient to handle emergencies and large one-time expenditures.

**3.2.1.** Institutions are encouraged to carry forward at least four percent of appropriated funds. Institutions should generally not carry-forward more than seven percent of appropriated funds, unless there are justifiable reasons for an exception. Such reasons may include saving for new programs, large equipment purchases, and new construction.

Encumbrances for outstanding purchase orders should be excluded when determining the final carry-forward balance.

**3.3. Report of Non-Lapsing Balances that Exceed Guideline** - The Board will expect a report each October 1 from institutions whose non-lapsing balances exceed the seven percent guideline for the most recent fiscal year.

---

(Proposed for Adoption July 11, 2008.)

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: University of Utah – Resolution Approving the Issuance of Hospital Revenue Refunding Bonds, Series 2008A

The University of Utah requests approval to refund certain bonds because of changes in the national credit market. The attached memorandum from Kelly Murdock, Zions Bank Senior Vice President, explains recent events which lead up to this request. Also attached is a financing summary proposed by Mr. Murdock.

At the time the Regents' meeting agenda materials were mailed, the resolution was not yet available. The resolution will be in Regents' folders on July 11.

Commissioner's Recommendation

The Commissioner recommends that the board review the resolution distributed in the folders, pose any questions, and approve the resolution pertaining to the refunding of certain University of Utah variable-rate hospital bonds.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachments

## MEMORANDUM

**TO:** Mark Spencer

**FROM:** Kelly Murdock

**DATE:** July 1, 2008

**RE:** Background information relating to the University of Utah Hospital's proposal to refund its \$20,240,000 Series 2006B Variable-Rate Hospital Revenue Bonds

---

In March of 2008, I prepared a "Financing Summary" for the Regents that outlined a proposed refunding of certain University of Utah variable-rate hospital bonds. A paragraph stating the "Purpose" of the proposed financing was as follows:

*"To receive approval from the Regents to allow the University to refund/restructure \$20,240,000 of Variable-Rate Hospital Revenue Bonds, Series 2006B, to fixed-rate bonds should prevailing market conditions continue to deteriorate in the variable-rate sector."*

Because of the well-documented deterioration and potential collapse of the so-called "Auction-Rate Certificate" market (or "ARC's"), and similar signs of decline in the variable-rate market, the University's financing team asked the Regents for this refunding authorization as a hedge against further worsening of market conditions. It was our collective belief that if interest rates on the University's Series 2006B Bonds began spiking due to a downgrade in triple-'A' rated MBIA, the insurer of said bonds, such an approval would give us the ability to quickly refund the bonds into a safer structure. Unfortunately, our fears have been realized.

On June 20, 2008, Moody's Investors Service downgraded MBIA four rating notches from 'Aaa' to 'A1' with negative outlook ("Negative outlook" could be translated, "further downgrades are a distinct possibility"). Rates on the bonds have increased significantly since that time. The bonds are currently trading at 7.00%, a rate far higher than comparably rated bonds with similar credit structures (1.35% is where they should be as of



this writing). Given these rapid developments, it has become clear the refunding of the University's Series 2006B Bonds should be implemented immediately.

As the University's financing team reviewed the Regents' refunding approval and discussed the structure of the refunding bonds, the value of the Hospital maintaining a portion of its overall debt in a variable-rate mode was again reinforced. It was determined that if an alternative credit enhancement and liquidity facility could be secured, refunding the bonds to eliminate MBIA but maintaining a variable-rate structure would be an optimal solution. One complicating factor in this approach, however, is the Regents' approval in March only allowed for a fixed-rate refunding solution—not variable-rate. Thus, the University must return to the Regents for their approval to refund the Series 2006B Bonds to a variable rather than fixed-rate structure.

Deal points of the new transaction are outlined in the amended "Financing Summary" attached.

**\$26,000,000\***  
**State Board of Regents of the State of Utah**  
**University of Utah**  
**Variable-Rate Hospital Revenue Refunding Bonds**  
**Series 2008A**  
**(Refunding of Series 2006B MBIA-Insured Variable-Rate Hospital Revenue Bonds)**

**FINANCING SUMMARY**

|                 |                                                                                                                                                                                                                                                                                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:        | To receive approval from the Regents to allow the University to refund \$20,240,000 of Variable-Rate Hospital Revenue Bonds, Series 2006B (MBIA Insured), to variable-rate bonds backed by a Wells Fargo Bank Direct-Pay Letter-of-Credit.                                     |
| Par Amount:     | Not-to-exceed \$26,000,000*                                                                                                                                                                                                                                                    |
| Security:       | The Series 2008A Bonds will be payable from and secured by a direct-pay letter-of-credit to be provided by Wells Fargo Bank. Reimbursement of the Bank's payments will be from a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.  |
| Ratings:        | 'AA'/'Aa3' underlying ratings from Standard & Poor's Corporation and Moody's Investors Service, respectively, by virtue of State of Utah moral obligation pledge. 'AAA'/'Aaa' ratings (long-term) by virtue of direct-pay letter-of-credit to be provided by Wells Fargo Bank. |
| Method of Sale: | Public offering through negotiation                                                                                                                                                                                                                                            |
| Total Discount: | Not-to-exceed 2.00% (including Underwriter's Discount)                                                                                                                                                                                                                         |
| Sale Date:      | TBD                                                                                                                                                                                                                                                                            |
| Closing Date:   | TBD                                                                                                                                                                                                                                                                            |
| Interest Rate:  | 7-Day resetting Variable Rate—to float according to Securities Industry and Financial Markets Association ("SIFMA") index (currently at 1.35% as of July 1, 2008).                                                                                                             |

|                             |                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------|
| Interest Payment Dates:     | Quarterly in arrears                                                                    |
| Interest Basis:             | 30/360                                                                                  |
| Principal Payment Dates:    | As determined by the Hospital                                                           |
| Maturity:                   | Not to exceed April 1, 2033                                                             |
| Redemption:                 | Bonds are eligible for tender within 30 days                                            |
| Letter-of-Credit:           | Wells Fargo Bank. Cost: Approximately 65 basis points per year for a 3-year commitment. |
| Underwriter:                | Lehman Brothers                                                                         |
| Remarketing Agent:          | Lehman Brothers                                                                         |
| University of Utah Contact: | Arnold B. Combe (801) 581-6404                                                          |
| Financial Advisor:          | Kelly Murdock, Wells Fargo Public Finance (801) 246-1732                                |
| Trustee, Paying Agent/Reg.: | Wells Fargo Bank, National Association                                                  |
| Bond/Disclosure Counsel:    | Ballard Spahr Andrews & Ingersoll, LLP                                                  |

July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Southern Utah University – Campus Master Plan

Southern Utah University requests approval of their updated campus master plan during the Regents visit to the SUU campus July 2008. This master plan reflects more than a year's worth of effort involving the University, DFCM, and the local community; all with the assistance provided by a team of professional planners who guided the process.

Commissioner's Recommendation

The Commissioner recommends approval of Southern Utah University's Campus Master Plan.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS/KH/MV  
Attachment



*Vice-President & Chief of Staff*

Dr. Gregory L. Stauffer  
351 West University Blvd.  
Cedar City, UT 84720  
(435) 586-7721

June 26, 2008

David L. Buhler  
Interim Commissioner  
Utah System of Higher Education  
Board of Regents Building, the Gateway  
60 South 400 West  
Salt Lake City, UT 84101

Dear Commissioner Buhler:

Enclosed is a copy of the updated master plan for Southern Utah University. This master plan reflects more than a year's worth of effort involving the University, DFCM, and the local community; all with the assistance provided by a team of professional planners who guided the process.

We would ask that you place review of this plan on the agenda for the July Regents meeting to be held on our campus, and will be requesting approval of the plan at that time. SUU officials will be available to make a presentation and respond to any questions following the presentation. Thank you.

Sincerely,

*Gregory L Stauffer*

Gregory L Stauffer  
Vice President & Chief of Staff

CC: Dr Mark Spencer, Deputy Commissioner  
Dr Michael T. Benson, President of Southern Utah University

Enclosure

Note: Drawing illustrates planning concept and potential capacity rather than specific planning intent.



Main Street

200 North

North Housing, Option A

North Housing, Option B

University Boulevard

400 South



July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: College of Eastern Utah – Sale of Institutional Residence

Interim President Mike King and the CEU Board of Trustees request approval to the sell the current institutional residence. At a later date, they will request Regents approval of a design and plan of financing for a new residence.

The existing CEU institutional residence is located adjacent to the Price campus. At 3,684 square feet, it is the smallest residence in the Utah system. It is also among the oldest, and currently requires extensive updating and improvements. Besides the cost of necessary improvement, other inadequacies exist. The residence has a narrow, steep driveway leading to a very small parking area. The kitchen and living room are small and are poorly designed for moving guests in and out. Appliances and fixtures are dated.

The College proposes to build a new residence on College-owned property immediately north of the campus on the site of a former elementary school. With the assistance of state DFCM staff, College officials will design a residence more suited for the needs of the president. The design and plan of financing will be placed on the agenda of a subsequent Regent meeting as a separate action item.

Commissioner's staff supports the sale request if the current residence can be sold at or near the appraised value. While it is appropriate to begin planning for the replacement process, the Board of Regents should reserve final approval of a new residence until there is a report or recommendations from the consultants who are studying the future of CEU and possibility of an alliance or a stronger partnership with USU.

Commissioner's Recommendation

The Commissioner recommends approval of the sale of the current CEU institutional residence.

DLB/MHS  
Attachments

---

David L Buhler  
Interim Commissioner of Higher Education

June 20, 2008

Dr. Mark Spencer,  
Associate Commissioner for Finance  
Utah System of Higher Education  
60 South 400 West  
Salt Lake City, UT 84102

Mark,

On May 21 the College of Eastern Utah Board of Trustees approved the relocation of the college's institutional residence. The residence is an aging home that will require some \$30,000 to update. Further, the residence is located on a hill that limits access in the winter and hampers our ability to use it for entertaining. The Trustees believe that the current presidential transition provides an opportunity to sell the existing home and use the proceeds to build a new home.

The college currently owns property north of campus that has utility access. A recent appraisal estimated the value of the existing residence at \$275,000 and several community members have expressed an interest in purchasing the home. We believe we can build the home for the amount earned in the sale and have been working with DFCM to ensure our estimates are accurate.

The attached campus map shows the potential site locations. We are likely to use the northeast corner of the Durant property so that we can maintain flexibility with the portions of the property closer to campus.

We would appreciate having this on the Regent agenda and look forward to initiating the project.

Thank you for your consideration,

Kevin Walthers



July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

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

- A. **USHE – 2008-09 Appropriated Operating Budgets (Attachments 1, 2, 3).** UCA§53B-7-101 states that institutions may budget legislative appropriations in accordance with institutional work programs *approved* by the Board of Regents. Regents are asked to review and approve the 2008-09 fiscal year appropriated operating budgets (Attachment 1) for the traditional 9 USHE institutions, the Office of the Commissioner, and the State Board of Regents statewide programs. By so approving, Regents will also be approving tuition adjustments, not included in the Appropriations Acts approved by the 2008 Legislature, related to second-tier tuition, unallocated first-tier tuition, and increased tuition revenues related to enrollment growth increases experienced and/or anticipated by the institution for 2008-09 (Attachment 2). In addition to the information presented on the operating budgets, Regents are being provided with the annual implementation reports (Attachment 3) related to new funds received by the Legislature to support salary increases, institutional priorities, partnerships and the health care professions initiative. Attachments 1-3 will be hand carried.
- B. **Snow College – Purchase of Property Contiguous to Campus (Attachment 4).** Snow College seeks approval to purchase property in Ephraim, UT. The property is located at 167 East 100 South. It includes a residential home constructed in 1905 with 1,765 square feet of living space, a detached one car garage, a three vehicle carport, and .26 acres of land with public utilities. The appraised value for the property is \$125,000. The home inspection indicates \$30,000 to \$40,000 of necessary improvements. Snow College would like to purchase the property for \$117, 500 and have the home demolished due to the extensive improvements necessary.

DLB/MHS/MV  
Attachments

---

David L. Buhler  
Interim Commissioner of Higher Education



June 20, 2008

Associate Commissioner Mark Spencer  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Spencer:

Please accept this letter as a request from Snow College for approval of the Board of Regents to purchase property in Ephraim, Utah. In February 2008 Mr. Doyle Larsen and I met, at his request, to discuss selling his father's home to the college. The Larsen property is contiguous to our main campus, bordering the Anderson Hall dormitory on 100 South Street. This purchase would allow the college to expand the footprint of its main campus, a position we feel will be very beneficial in the long-term.

The following items outline the specifics of this proposed transaction.

1. The property in question is located at 167 East 100 South, Ephraim, Utah. The purchase includes a residential home constructed in 1905 with 1,765 square feet of gross living space, a detached one car garage, a three vehicle carport, and .26 acres of land with public utilities.
2. I contacted the Utah Division of Facilities Construction and Management (DFCM) earlier in the year and requested they hire an appraiser and home inspector to review the home on behalf of the college. As a result of these studies we have determined the following:
  - a. The appraised value is \$125,000
  - b. The home inspection indicates \$30,000 to \$40,000 of necessary improvements (largely electrical and plumbing) to meet current building codes in order to use the home as student housing or office space.
3. After several discussions with Mr. Larsen we agreed to a purchase price of \$117,500. We have also agreed to have the home demolished prior to assuming ownership due to the extensive improvements necessary.

4. If approved, we will utilize funds currently available in the college's Revolving Campus Infrastructure Account to purchase the Larsen home.

Please let me know if you need any further information regarding this request. We are hoping this item could be added to the Regent's July 10-11<sup>th</sup> agenda.

Regards,

Marvin L. Dodge  
Vice President  
Finance and Administrative Services

July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: USHE – 2008-2009 Information Technology Strategic Plan

The Commissioner requests approval of the 2008-2009 USHE Information Technology Strategic Plan. Copies of the Plan will be available to the Regents on July 10.

On July 20, 2007, the Board of Regents approved the first comprehensive IT strategic plan for USHE. Last year's plan provided the basis for the system's IT appropriations request in the 2008 Legislative session. The USHE Council of CIO's recently held a two-day planning retreat to report on achievements during FY2008 and propose goals for FY2009. USHE chief information officer Dr. Steve Hess will present highlights of the new plan at the July 11 Regent meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the 2008-2009 USHE Information Technology Strategic Plan, ask any clarifying questions, and approve the Plan for implementation during FY2009.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Update on Institutional Health Plan Changes for 2008-09

Issue

Regents have requested an annual report on USHE health and dental plans.

Background

In 2003, Regents requested an extensive study reviewing the management of institutional health and dental plans and directed USHE institutions to develop health insurance plans equivalent in relative benefit richness to the state employee health plan. An independent third party was engaged to complete a comprehensive review of the USHE health plans, and results of this study were presented to the Regents at the time the study was completed.

In summer of 2005, USHE staff again hired an independent third party and conducted a second study to track the effectiveness of USHE institutions in managing their respective health plans in relation to equivalent benefit richness to the state employee health plan. Both studies illustrated how institutions had effectively adjusted benefits and coverage in their health plans to meet the Regent directive established in 2003. Regents at that time were satisfied that institutions had met the goal established in 2003 and asked that an annual report be submitted outlining changes to health and dental plans.

Attachments 1 and 2 summarize health and dental plans for each USHE institution and UCAT campus, respectively. Each attachment contains four tables. Table 1 shows historical percentage increases for health benefits at each institution. Table 2 identifies 2008-09 cost and coverage provisions for health benefits. Table three describes the 2008-09 plan changes. Table four presents the cost data for each institution's 2008-09 dental plan.

Attachment 3 summarizes recent health benefit common practices and benchmarks identified in the Kaiser Family Foundation's *Employer Health Benefits 2007 Annual Survey*.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

---

David L. Buhler  
Interim Commissioner for Higher Education

DLB/MHS/KLH  
Attachments

**Table 1**  
**SUMMARY OF USHE HEALTH INSURANCE INCREASES**  
**SINCE 1999-2000**

|                        | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|
| UU                     | 0.0%  | 14.0% | 35.0% | 12.4% | 9.5%  | 10.1% | 15.0% | 7.8%  | 9.8%  | 7.0%  | 12.1%                  |
| USU <sup>(2)</sup>     | 2.5%  | 8.2%  | 13.3% | 13.9% | 7.0%  | 5.5%  | 11.8% | 8.2%  | 10.9% | 0.5%  | 8.2%                   |
| WSU <sup>(3)</sup>     | 20.8% | 9.1%  | 0.0%  | 13.1% | 12.0% | 14.4% | 13.2% | 10.0% | 8.7%  | 5.6%  | 10.7%                  |
| SUU                    | 10.5% | 12.5% | 6.0%  | 2.0%  | 8.0%  | 5.5%  | 5.1%  | 6.4%  | 5.9%  | 5.1%  | 6.7%                   |
| Snow <sup>(4)</sup>    | 3.0%  | 17.0% | 14.0% | 11.0% | 6.4%  | 11.5% | 5.7%  | 7.2%  | 10.3% | 0.0%  | 8.6%                   |
| DSC <sup>(5)</sup>     | 18.5% | 15.0% | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 10.3% | 0.0%  | 9.3%                   |
| CEU <sup>(6)</sup>     | 37.0% | 15.0% | 8.4%  | 13.0% | 6.2%  | 11.5% | -6.6% | 7.2%  | 10.3% | 0.0%  | 10.2%                  |
| UVSC                   | 12.9% | 23.0% | 13.3% | 1.4%  | 10.6% | 9.7%  | 10.8% | 6.4%  | 9.3%  | 0.0%  | 9.7%                   |
| SLCC                   | 24.8% | 8.2%  | 11.0% | 10.5% | 18.7% | 6.1%  | 11.8% | 5.4%  | 10.0% | 6.5%  | 11.3%                  |
| Average <sup>(1)</sup> | 14.4% | 13.6% | 12.5% | 9.4%  | 7.8%  | 10.1% | 9.0%  | 7.3%  | 9.5%  | 2.7%  | 9.6%                   |

**Notes:**

*(1) Simple averages*

*(2) USU 2008-09 Plan Increase is an average of the two plans highest changes (-1.1% and 2.3%)*

*(3) Beginning 2005-06, WSU increase is an average between 2 plans*

*(4) SNOW 2008-09 Increase reflects only the PEHP Summit and Advantage Care rate - Preferred Care increase 24%*

*(5) DSC 2008-09 Increase reflects only the PEHP Advantage rate - Preferred Care increase 24.7%*

*(6) CEU 2008-09 Increase reflects only the PEHP Summit rate - Preferred Care increase 22%*

Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | Blue Cross Blue Shield (BCBS)                                                    |                                                         |                                                                                  | UofU Value Care (BCBS)                                                           |                                                         |                                                                                  | University of Utah Health Plan                                                   |                                                         |                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------|
|                                           | Basic                                                                            | Comprehensive                                           | Advantage                                                                        | Basic                                                                            | Comprehensive                                           | Advantage                                                                        | Basic                                                                            | Comprehensive                                           | Advantage                                                                        |
| 2008-09 Total Premium Increase (Percent)  | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             | 7.0%                                                                             | 7.0%                                                    | 7.0%                                                                             |
| <b>Annual Premium Cost to Institution</b> |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          | \$4,987                                                                          | \$4,987                                                 | \$4,987                                                                          |
| Employee + 1 dependent                    | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          | \$8,424                                                                          | \$8,424                                                 | \$8,424                                                                          |
| Family                                    | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         | \$11,313                                                                         | \$11,313                                                | \$11,313                                                                         |
| <b>Annual Premium Cost to Employee</b>    |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | \$356                                                                            | \$614                                                   | \$756                                                                            | \$170                                                                            | \$428                                                   | \$570                                                                            | \$101                                                                            | \$359                                                   | \$501                                                                            |
| Employee + 1 dependent                    | \$601                                                                            | \$1,037                                                 | \$1,277                                                                          | \$287                                                                            | \$723                                                   | \$963                                                                            | \$171                                                                            | \$607                                                   | \$847                                                                            |
| Family                                    | \$808                                                                            | \$1,393                                                 | \$1,715                                                                          | \$385                                                                            | \$971                                                   | \$1,293                                                                          | \$230                                                                            | \$815                                                   | \$1,137                                                                          |
| <b>Employee Premium % Share</b>           |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Single                                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| Employee + 1 dependent                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| Family                                    | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            | 6.7%                                                                             | 11.0%                                                   | 13.2%                                                                            |
| <b>Key Coverage Provisions</b>            |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Yearly Out of Pocket Max Individual       | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$2,000 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 / Rx: \$1,000 UUHC - \$2,154 Non-UUHC | Medical : \$1,500 in-net & \$3,000 out-net / Rx: \$1,000 UUHC - \$2,154 Non-UUHC |
| Family                                    | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$6,000 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  | Medical: \$4,500 in-net & \$6,000 out-net / Rx: \$3,000 UUHC - \$6,462 Non-UUHC  |
| Hospitalization (1st day) Deductible      | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   | \$500 (Overall deductible - not Hospital specific)                               | \$250 (Overall deductible - not Hospital specific)      | \$250 (Out-of-network only - Deductible not Hospital specific)                   |
| Co-pay                                    | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              | 30% in-network / 50% out-of-network                                              | 20%                                                     | 10% in-network / 35% out-of-network                                              |
| Coverage after deductible/co-pay          | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              | 70% in-network / 50% out-of-network                                              | 80%                                                     | 90% in-network / 65% out-of-network                                              |
| Emergency Room Deductible                 | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              | \$500 (Overall deductible - not ER specific)                                     | \$250 (Overall deductible - not ER specific)            | \$0                                                                              |
| Co-pay                                    | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       | 30% in-network / 50% out-of-network                                              | 20%                                                     | \$75 for Medical Emergency                                                       |
| Coverage after deductible/co-pay          | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       | 70% in-network / 50% out-of-network                                              | 80%                                                     | 100% for Medical Emergency                                                       |
| Office Visit Co-pay                       | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            | 30% after deductible                                                             | 20% after deductible                                    | \$20 in-network / 35% after deductible out-of-network                            |
| <b>Prescription Benefits</b>              |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |                                                                                  |                                                         |                                                                                  |
| Generic                                   | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 |
| Brand Name - Preferred                    | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                                                 | 20% UUHC Pharmacy / 25% Non-UUHC                        | 20% UUHC Pharmacy / 25% Non-UUHC                                                 |
| Brand Name - Non -Preferred               | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                                                 | 20% UUHC Pharmacy / 35% Non-UUHC                        | 20% UUHC Pharmacy / 35% Non-UUHC                                                 |



Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | Regence BCBS - "White Plan"<br>(Premiums Based on Salary Levels) |                                             |                                             |                                             | USU<br>Regence BCBS - "Blue Plan"<br>(Premiums Based on Salary Levels) |                                           |                                           |                                           | Utah State University -<br>HDHP Plan BCBS     |
|-------------------------------------------|------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|-----------------------------------------------|
|                                           | Salary <\$24,265                                                 | Salary \$24,266 - \$36,925                  | Salary \$36,926- \$56,970                   | Salary >\$56,971                            | Salary <\$24,265                                                       | Salary \$24,266 - \$36,925                | Salary \$36,926- \$56,970                 | Salary >\$56,971                          |                                               |
| 2008-09 Total Premium Increase (Percent)  | -0.1% to -1.1%                                                   |                                             |                                             |                                             | 1.7% to 2.3%                                                           |                                           |                                           |                                           | New Plan                                      |
| <b>Annual Premium Cost to Institution</b> |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | \$3,838                                                          | \$3,838                                     | \$3,838                                     | \$3,838                                     | \$3,838                                                                | \$3,838                                   | \$3,838                                   | \$3,838                                   | \$3,838                                       |
| Employee + 1 dependent                    | \$8,665                                                          | \$8,665                                     | \$8,665                                     | \$8,665                                     | \$8,665                                                                | \$8,665                                   | \$8,665                                   | \$8,665                                   | \$8,665                                       |
| Family                                    | \$12,504                                                         | \$12,504                                    | \$12,504                                    | \$12,504                                    | \$12,504                                                               | \$12,504                                  | \$12,504                                  | \$12,504                                  | \$12,504                                      |
| <b>Annual Premium Cost to Employee</b>    |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | \$128                                                            | \$162                                       | \$204                                       | \$257                                       | \$383                                                                  | \$483                                     | \$608                                     | \$766                                     | \$0                                           |
| Employee + 1 dependent                    | \$290                                                            | \$365                                       | \$460                                       | \$580                                       | \$865                                                                  | \$1,089                                   | \$1,373                                   | \$1,729                                   | \$0                                           |
| Family                                    | \$418                                                            | \$527                                       | \$664                                       | \$837                                       | \$1,248                                                                | \$1,572                                   | \$1,981                                   | \$2,496                                   | \$0                                           |
| <b>Employee Premium % Share</b>           |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Single                                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| Employee + 1 dependent                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| Family                                    | 3%                                                               | 4%                                          | 5%                                          | 6%                                          | 9%                                                                     | 11%                                       | 14%                                       | 17%                                       | 0%                                            |
| <b>Key Coverage Provisions</b>            |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| <i>Yearly Out of Pocket Max</i>           |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Individual                                | \$3,750                                                          | \$3,750                                     | \$3,750                                     | \$3,750                                     | \$2,750                                                                | \$2,750                                   | \$2,750                                   | \$2,750                                   | \$5,000                                       |
| Family                                    | \$7,500                                                          | \$7,500                                     | \$7,500                                     | \$7,500                                     | \$5,500                                                                | \$5,500                                   | \$5,500                                   | \$5,500                                   | \$10,000                                      |
| <i>Hospitalization (1st day)</i>          |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Deductible                                | \$750 per individual/<br>\$1,500 per family                      | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$250 per individual/<br>\$500 per family                              | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$1,500 per individual/<br>\$3,000 per family |
| Co-pay                                    | \$250                                                            | \$250                                       | \$250                                       | \$250                                       | \$200                                                                  | \$200                                     | \$200                                     | \$200                                     | \$0                                           |
| Coverage after deductible/co-pay          | 70%                                                              | 70%                                         | 70%                                         | 70%                                         | 80%                                                                    | 80%                                       | 80%                                       | 80%                                       | 80%                                           |
| <i>Emergency Room</i>                     |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Deductible                                | \$750 per individual/<br>\$1,500 per family                      | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$750 per individual/<br>\$1,500 per family | \$250 per individual/<br>\$500 per family                              | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$250 per individual/<br>\$500 per family | \$1,500 per individual/<br>\$3,000 per family |
| Co-pay                                    | \$250                                                            | \$250                                       | \$250                                       | \$250                                       | \$200                                                                  | \$200                                     | \$200                                     | \$200                                     | \$0                                           |
| Coverage after deductible/co-pay          | 100%                                                             | 100%                                        | 100%                                        | 100%                                        | 100%                                                                   | 100%                                      | 100%                                      | 100%                                      | 80%                                           |
| <i>Office Visit Co-pay</i>                | \$35                                                             | \$35                                        | \$35                                        | \$35                                        | \$30                                                                   | \$30                                      | \$30                                      | \$30                                      | \$0                                           |
| <b>Prescription Benefits</b>              |                                                                  |                                             |                                             |                                             |                                                                        |                                           |                                           |                                           |                                               |
| Generic                                   | \$5                                                              | \$5                                         | \$5                                         | \$5                                         | \$5                                                                    | \$5                                       | \$5                                       | \$5                                       | After ded satisfied, plan pays 80%            |
| Brand Name - Preferred                    | 35%                                                              | 35%                                         | 35%                                         | 35%                                         | 35%                                                                    | 35%                                       | 35%                                       | 35%                                       | After ded satisfied, plan pays 80%            |
| Brand Name - Non -Preferred               | 50%                                                              | 50%                                         | 50%                                         | 50%                                         | 50%                                                                    | 50%                                       | 50%                                       | 50%                                       | After ded satisfied, plan pays 80%            |

Table 2  
USHE Health Insurance Plans  
2008-09

| Insurance Provider                        | WSU            |          | SUU          | Snow                               |                       |                       | DSC                                |           | CEU                                        |                                            | UVSC     | SLCC     |
|-------------------------------------------|----------------|----------|--------------|------------------------------------|-----------------------|-----------------------|------------------------------------|-----------|--------------------------------------------|--------------------------------------------|----------|----------|
|                                           | EMIA           | Altius   | BCBS         | PEHP<br>State Employee Health Plan |                       |                       | PEHP<br>State Employee Health Plan |           | PEHP<br>State Employee Health Plan         |                                            | EMIA     | BCBS     |
|                                           |                |          |              | Preferred                          | Advantage             | Summit                | Advantage                          | Preferred | Preferred                                  | Summit                                     |          |          |
| 2008-09 Total Premium Increase (Percent)  | 1.8%           | 9.5%     | 5.1%         | 24.0%                              | 0.0%                  | 0.0%                  | 0.0%                               | 24.7%     | 22.0%                                      | 0.0%                                       | 0.0%     | 6.5%     |
| <b>Annual Premium Cost to Institution</b> |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | \$3,913        | \$3,761  | \$3,793      | \$4,460                            | \$4,389               | \$4,389               | \$4,460                            | \$4,460   | \$4,460                                    | \$4,563                                    | \$4,257  | \$4,966  |
| Employee + 1 dependent                    | \$9,077        | \$8,725  | \$8,572      | \$9,196                            | \$9,058               | \$9,058               | \$9,196                            | \$9,196   | \$9,196                                    | \$9,409                                    | \$9,834  | \$11,213 |
| Family                                    | \$13,115       | \$12,606 | \$12,326     | \$12,277                           | \$12,081              | \$12,081              | \$12,276                           | \$12,276  | \$12,277                                   | \$12,561                                   | \$14,203 | \$15,642 |
| <b>Annual Premium Cost to Employee</b>    |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | \$288          | \$288    | \$286        | \$1,642                            | \$175                 | \$175                 | \$91                               | \$1,642   | \$1,642                                    | \$0                                        | \$54     | \$96     |
| Employee + 1 dependent                    | \$668          | \$668    | \$645        | \$3,386                            | \$351                 | \$351                 | \$188                              | \$3,386   | \$3,386                                    | \$0                                        | \$126    | \$192    |
| Family                                    | \$965          | \$965    | \$928        | \$4,520                            | \$480                 | \$480                 | \$251                              | \$4,521   | \$4,520                                    | \$0                                        | \$182    | \$312    |
| <b>Employee Premium % Share</b>           |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Single                                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| Employee + 1 dependent                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| Family                                    | 7%             | 7%       | 7%           | 27%                                | 4%                    | 4%                    | 2%                                 | 27%       | 27%                                        | 0%                                         | 1%       | 2%       |
| <b>Key Coverage Provisions</b>            |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| <i>Yearly Out of Pocket Max</i>           |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Individual                                | \$1,200        | \$1,200  | \$1,000      | \$2,000                            | \$2,000               | \$2,000               | \$2,000                            | \$2,000   | \$2,000                                    | \$2,000                                    | \$1,500  | \$1,500  |
| Family                                    | \$2,400        | \$2,400  | \$2,000      | \$4,000                            | \$4,000               | \$4,000               | \$4,000                            | \$4,000   | \$4,000                                    | \$4,000                                    | \$3,000  | \$3,000  |
| <i>Hospitalization (1st day)</i>          |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Deductible                                | \$400          | \$400    | \$150        | \$250/\$500                        | \$250/\$500           | \$250/\$500           |                                    |           | \$250 per Individual /<br>\$500 per Family | \$250 per Individual /<br>\$500 per Family | \$50     | \$0      |
| Co-pay                                    | \$30           | \$30     | 20%          | 15%                                | 10%                   | 10%                   | \$150                              | \$250     | 15%                                        | 10%                                        | 10%      | \$175    |
| Coverage after deductible/co-pay          | 95%            | 95%      | 80%          | 85%                                | 90%                   | 90%                   | 90%                                | 85%       | 85%                                        | 90%/Inpatient<br>95%/Outpatient            | 90%      | 80%      |
| <i>Emergency Room</i>                     |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Deductible                                | \$400          | \$400    | \$0          | \$0                                | \$0                   | \$0                   |                                    |           | \$0                                        | \$0                                        |          |          |
| Co-pay                                    | \$100          | \$100    | \$100        | \$75                               | \$75                  | \$75                  | \$100                              | \$100     | \$75                                       | \$75                                       | \$150    | \$150    |
| Coverage after deductible/co-pay          | 100%           | 100%     | 100%         | 100%                               | 100%                  | 100%                  | 100%                               | 100%      | 100%                                       | 100%                                       | 100%     | 100%     |
| <i>Office Visit Co-pay</i>                |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
|                                           | 20             | 20       | \$20 or \$30 | \$25                               | \$20                  | \$20                  | \$20                               | \$25      | \$20 or \$25                               | \$20 or \$25                               | \$20     | \$20     |
| <b>Prescription Benefits</b>              |                |          |              |                                    |                       |                       |                                    |           |                                            |                                            |          |          |
| Generic                                   | 20% (\$5 min)  | \$5      | \$5          | 25%, \$5 Min                       | \$4                   | \$4                   | \$4                                | 25%       | 25% (\$5 min, \$75 max)                    | \$4                                        | \$4      | \$7      |
| Brand Name - Preferred                    | 25% (\$10 min) | \$15     | \$30         | 30%, \$5 Min                       | 20% \$10 min/\$40 max | 20% \$10 min/\$40 max | 20%                                | 30%       | 30% (\$5 min, \$75 max)                    | 80% (\$10 min, \$40 max)                   | 30%      | \$30     |
| Brand Name - Non -Preferred               | 35% (\$20 min) | \$35     | 50%          | 50%, \$5 Min                       | 35% \$30 min/ no max  | 35% \$30 min/ no max  | 35%                                | 50%       | 50% (\$5 min)                              | 35% (\$30 min)                             | 50%      | \$55     |

**Table 3**  
**USHE Health Insurance Costs and Coverage**  
**Coverage Provision Changes Effective 7/1/08**

| <u>Category Changes</u>                                                                                                                                                  | <u>SUU</u> | <u>Snow</u> | <u>DSC</u> | <u>CEU</u> | <u>UVSC</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|------------|------------|-------------|
| <b>Prescriptions/Pharmacy</b>                                                                                                                                            |            |             |            |            |             |
| <b>Deductible</b>                                                                                                                                                        |            |             |            |            |             |
| <b>Generic</b>                                                                                                                                                           |            |             |            |            |             |
| SNOW - All plans Generic required                                                                                                                                        |            | ✓           |            |            |             |
| DSC- PEHP Advantage Generic changed from 25% to \$4                                                                                                                      |            |             | ✓          |            |             |
| CEU - PEHP Preferred added \$75 max                                                                                                                                      |            |             |            | ✓          |             |
| CEU - PEHP Summit Prior cost was a flat \$5                                                                                                                              |            |             |            | ✓          |             |
| UVU- Generic changed from 20% to \$4                                                                                                                                     |            |             |            |            | ✓           |
| <b>Brand Name - Preferred</b>                                                                                                                                            |            |             |            |            |             |
| SNOW- If brand name is selected when generic is available, member pays cost plus difference to name brand                                                                |            | ✓           |            |            |             |
| DSC- PEHP Advantage changed from 30% to 20%                                                                                                                              |            |             | ✓          |            |             |
| CEU - PEHP Preferred added \$75 max                                                                                                                                      |            |             |            | ✓          |             |
| CEU - PEHP Summit Prior cost was a flat \$15                                                                                                                             |            |             |            | ✓          |             |
| <b>Brand Name - Non -Preferred</b>                                                                                                                                       |            |             |            |            |             |
| CEU - PEHP Summit Prior cost was a flat \$35                                                                                                                             |            |             |            | ✓          |             |
| DSC- PEHP Advantage changed from 50% to 30%                                                                                                                              |            |             | ✓          |            |             |
| <b>Other Changes</b>                                                                                                                                                     |            |             |            |            |             |
| SUU - Home Health Care/Home Infusion Cover in and out of network at 80% of EME                                                                                           | ✓          |             |            |            |             |
| SUU- Durable Medical Supplies/Equipment Cover at 80% of EME                                                                                                              | ✓          |             |            |            |             |
| SUU - Diagnostic Lab / Xray -Cover out-patient at 100%                                                                                                                   | ✓          |             |            |            |             |
| CEU - On PEHP Summit Care, the plan has gone "in house" moving from Altius directly to PEHP and the Pharmacy                                                             |            |             |            | ✓          |             |
| Benefit provider chaged from Caremark to Medco Health                                                                                                                    |            |             |            |            | ✓           |
| UVU- Preventative Exam covered 100% (physical, gynecological, & family history exams - 1 visit per year - and well baby exams.                                           |            |             |            |            | ✓           |
| UVU- Out-of-network preauthorization patient penalty changed from 50% reduction in benefits to 50% reduction in benefit, limited to \$2,000 penalty per person per year. |            |             |            |            | ✓           |
| UVU - Added coverage for osteoporosis screening, cochlear implants, non-oral forms of contraceptives, reduction mammoplasty, and B12 shots.                              |            |             |            |            | ✓           |
| UVU - Reduced EAP visits per incident from 10 to 5.                                                                                                                      |            |             |            |            | ✓           |
| <b>Notes</b>                                                                                                                                                             |            |             |            |            |             |
| New Plan added to USU in 2008-09                                                                                                                                         |            |             |            |            |             |
| No Changes to UU, WSU or SLCC Plans                                                                                                                                      |            |             |            |            |             |

Table 4

**USHE Dental Insurance Providers and Premiums**

2008-09

|                                                        | UU    | USU   | WSU   | SUU     | SNOW          | DSC   | CEU   | UVSC    | SLCC    |
|--------------------------------------------------------|-------|-------|-------|---------|---------------|-------|-------|---------|---------|
| <i>Insurance Provider/Third Party Administrator</i>    | BCBS  | BCBS  | EMIA  | BCBS    | Dental Select | PEHP  | EMIA  | EMIA    | BCBS    |
| <i>2008-09 Total Premium Increase (Percent)</i>        | 0.0%  | 0.0%  | 0.0%  | 5.5%    | 0.0%          | 0.0%  | 3.0%  | 0.0%    | 0.0%    |
| <i>Annual Premium Cost to Institution per Employee</i> |       |       |       |         |               |       |       |         |         |
| Single                                                 | \$196 | \$302 | \$242 | \$329   | \$331         | \$526 | \$267 | \$631   | \$364   |
| Employee + 1 dependent                                 | \$450 | \$526 | \$429 | \$577   | \$649         | \$669 | \$474 | \$807   | \$646   |
| Family                                                 | \$710 | \$954 | \$793 | \$1,100 | \$977         | \$969 | \$876 | \$1,174 | \$1,159 |
| <i>Annual Premium Cost to Employee</i>                 |       |       |       |         |               |       |       |         |         |
| Single                                                 | \$121 | \$125 | \$60  | \$82    | \$0           | \$28  | \$57  | \$158   | \$54    |
| Employee + 1 dependent                                 | \$277 | \$218 | \$107 | \$144   | \$0           | \$35  | \$101 | \$202   | \$90    |
| Family                                                 | \$437 | \$396 | \$198 | \$275   | \$0           | \$51  | \$188 | \$294   | \$143   |

Table 1

**SUMMARY OF UCAT HEALTH INSURANCE INCREASES**

Since 2001-02

|                        | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | Average <sup>(1)</sup> |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|
| BATC <sup>(2)</sup>    | 14.4% | 12.6% | 0.0%  | 13.3% |       |       | 7.8%  |       | 9.6%                   |
| DATC                   | 17.0% | 12.0% | 7.8%  | 5.4%  | 10.6% | 6.7%  | 10.3% | 0.0%  | 8.7%                   |
| DXATC <sup>(3)</sup>   | 11.5% | 7.5%  | -8.3% | 17.0% | 14.0% | 7.2%  | 10.3% | 0.0%  | 7.4%                   |
| MATC <sup>(4)</sup>    | n/a   | n/a   | n/a   | n/a   | 11.9% | 8.6%  | 7.7%  | 4.7%  | 8.2%                   |
| OWATC                  | 13.0% | 0.7%  | 7.4%  | 11.5% | 20.0% | 8.1%  | 6.0%  | 3.0%  | 8.7%                   |
| SLTATC                 | 18.3% | 12.0% | 8.5%  | 5.0%  | 12.0% | 7.2%  | 10.3% | 0.0%  | 9.2%                   |
| SWATC                  | 7.5%  | 13.0% | 10.3% | 7.0%  | 10.0% | 2.2%  | 6.3%  | 6.1%  | 7.8%                   |
| UBATC                  | 12.0% | 12.0% | 8.5%  | 5.5%  | 11.8% | 7.2%  | 10.3% | 0.0%  | 8.4%                   |
| Average <sup>(1)</sup> | 12.8% | 10.4% | 5.1%  | 9.5%  | 10.5% | 6.8%  | 8.6%  | 2.0%  |                        |

*(1) Simple averages**(2) BATC 2005-06 & 2006-07 Rate increases not available at the time of printing**(3) DXATC is an average increase across the two plans for 2006-07. As of 2006-07 DXATC is on its own insurance plan**(4) Mountainland Applied Technology College has implemented its own plan for 04-05. Previously used UVSC's plan.**PEHP Rates are shown as the Advantage or Summit Care. The Preferred Plan experienced a 24% increase and is not reflected in the increases for institutions on PHEP Plans.*

Table 2  
UCAT Health Insurance Plans  
2008-09

|                                                        | <u>BATC</u> | <u>DATC</u>                   | <u>DXATC</u>                        | <u>MATC</u>                     | <u>OWATC</u>        |                     | <u>SLTATC</u>                     |                                          |                                                 | <u>SWATC</u> | <u>UBATC</u> |
|--------------------------------------------------------|-------------|-------------------------------|-------------------------------------|---------------------------------|---------------------|---------------------|-----------------------------------|------------------------------------------|-------------------------------------------------|--------------|--------------|
| <i>Insurance Provider</i>                              | EMIA        | PEHP                          | PHEP<br>Advantage                   | EMIA                            | PEHP<br>Summit Care | PHEP<br>Advantage   | PHEP<br>Preferred                 | PEHP<br>Summit Care                      | PHEP<br>Advantage                               | EMIA         | PEHP<br>WISE |
| <i>2008-09 Total Premium Increase (Percent)</i>        |             | 0.0%                          | 0.0%                                | 4.7%                            | 3.0%                | 3.0%                | 24.4%                             | 0.0%                                     | 0.0%                                            | 6.1%         | 0.0%         |
| <i>Annual Premium Cost to Institution per Employee</i> |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 |             | \$4,472                       | \$4,472                             | \$382                           | \$3,474             | \$3,877             | \$4,460                           | \$4,472                                  | \$4,472                                         | \$3,602      | \$4,472      |
| Employee + 1 dependent                                 |             | \$9,221                       | \$9,221                             | \$883                           | \$7,191             | \$8,026             | \$9,196                           | \$9,221                                  | \$9,221                                         | \$8,444      | \$9,221      |
| Family                                                 |             | \$12,310                      | \$12,310                            | \$1,275                         | \$9,728             | \$10,858            | \$12,277                          | \$12,310                                 | \$12,310                                        | \$12,198     | \$12,306     |
| <i>Annual Premium Cost to Employee per Employee</i>    |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 |             | \$91                          | \$91                                | \$0                             | \$344               | \$384               | \$1,642                           | \$91                                     | \$91                                            | \$290        | \$91         |
| Employee + 1 dependent                                 |             | \$188                         | \$188                               | \$0                             | \$711               | \$794               | \$3,386                           | \$188                                    | \$188                                           | \$764        | \$188        |
| Family                                                 |             | \$251                         | \$251                               | \$0                             | \$962               | \$1,074             | \$4,520                           | \$251                                    | \$251                                           | \$1,229      | \$251        |
| <i>Employee Premium % Share</i>                        |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Single                                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 7%           | 2%           |
| Employee + 1 dependent                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 8%           | 2%           |
| Family                                                 | #DIV/0!     | 2.0%                          | 2.0%                                | 0.0%                            | 9.0%                | 9%                  | 27%                               | 2%                                       | 2%                                              | 9%           | 2%           |
| <i>Key Coverage Provisions</i>                         |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Yearly Out of Pocket Max                               |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Individual                                             | \$1,500     | \$2,000                       | \$2,000                             | \$1,000                         | \$2,000             | \$2,000             | \$2,000                           | \$2,000                                  | \$2,000                                         | \$2,000      | \$2,000      |
| Family                                                 | \$3,000     | \$4,000                       | \$4,000                             | \$2,000                         | \$4,000             | \$4,000             | \$4,000                           | \$4,000                                  | \$4,000                                         | \$4,000      | \$4,000      |
| Hospitalization (1st day)                              |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Deductible                                             | \$0         | \$250 / \$500                 | \$0                                 | 0                               | \$500/\$1000        | \$500/\$1000        | \$250/\$500                       | \$250/\$500                              | \$250/\$500                                     | \$100/\$300  | \$250/\$500  |
| Co-pay                                                 | \$150       | \$10                          | \$150                               | \$100 1st day,<br>\$75 days 2-4 | 20%                 | 20%                 | 15%                               | 10%                                      | 10%                                             | \$250        | 10%          |
| Coverage after deductible/co-pay                       | 100%        | 90%                           | 90%                                 | 100%                            | 80%                 | 80%                 | 85%                               | 90%                                      | 90%                                             | 100%         | 90%          |
| Emergency Room                                         |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Deductible                                             | \$0         | \$0                           | \$0                                 | \$0                             |                     |                     | \$250/\$500                       | \$250/\$500                              | \$250/\$500                                     | \$100/\$300  | \$0          |
| Co-pay                                                 | \$50        | 75/125 non-contracted         | \$75                                | \$100                           | \$75 per occurrence | \$75 per occurrence | \$75                              | \$75                                     | \$75                                            | 10%          | \$75         |
| Coverage after deductible/co-pay                       | 100%        | 100%                          | 100%                                | 100%                            | 80%                 | 80%                 | 80%                               | 90%                                      | 90%                                             | 90%          | 100%         |
| Office Visit Co-pay                                    | \$10        | PCP 20/Specialist 25          | \$20                                | \$20                            | \$20                | \$20                | \$25                              | \$20                                     | \$20                                            | \$25         | \$20         |
| <i>Prescription Benefits</i>                           |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |
| Generic                                                | \$5         | \$4                           | 75% of discounted<br>cost: \$5 min. | 20%<br>(min \$7, max \$15)      | 20%                 | 20%                 | 75% covered with \$5<br>min copay | \$4 Copay                                | \$4 Copay                                       | 20%          | \$4          |
|                                                        | \$15        | 20% w/ \$10 min & \$40<br>max | 70% of discounted<br>cost: \$5 min. | 30%<br>(min \$14, max \$30)     | 25%                 | 25%                 | 70% covered with \$5<br>min copay | 80% covered, \$10 min<br>copay, \$40 Max | 80% covered, \$10<br>minimum copay, \$40<br>Max | 30%          | 20%          |
| Brand Name - Preferred                                 | Not Covered | 35% w/ \$30 min               | 50% of discounted<br>cost: \$5 min. | 30%<br>(min \$14, max \$30)     | 50%                 | 50%                 | 50% covered with \$5<br>min copay | 65% covered, \$30<br>minimum copay       | 65% covered, \$30<br>minimum copay              | 50%          | 35%          |
| Brand Name - Non-preferred                             |             |                               |                                     |                                 |                     |                     |                                   |                                          |                                                 |              |              |

Table 3

## UCAT Health Insurance Costs and Coverage

Coverage Provision Changes Effective July 1, 2008

| Category Changes                                                                                                                                                                                                                                                                                           | BATC | DATC | OWATC | SLTATC | UBATC |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|--------|-------|
| <b>Emergency Room</b>                                                                                                                                                                                                                                                                                      |      |      |       |        |       |
| Co-pay                                                                                                                                                                                                                                                                                                     |      |      |       |        |       |
| OWATC - Co-pay was \$50 increased to \$75 per                                                                                                                                                                                                                                                              |      |      | ✓     |        |       |
| <b>Prescriptions/Pharmacy</b>                                                                                                                                                                                                                                                                              |      |      |       |        |       |
| <b>Generic</b>                                                                                                                                                                                                                                                                                             |      |      |       |        |       |
| DATC - 25% w/ \$5 min and \$75 max                                                                                                                                                                                                                                                                         |      | ✓    |       |        |       |
| OWATC - 20% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      | ✓     |        |       |
| SLTATC PEHP Advantage Member costs reduced from \$5 to \$4                                                                                                                                                                                                                                                 |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member costs reduced from \$5 to \$4                                                                                                                                                                                                                                                    |      |      |       | ✓      |       |
| UBATC - \$4 Copayment                                                                                                                                                                                                                                                                                      |      |      |       |        | ✓     |
| <b>Brand Name - Preferred</b>                                                                                                                                                                                                                                                                              |      |      |       |        |       |
| DATC - 30% w/ \$5 min and \$75 max                                                                                                                                                                                                                                                                         |      | ✓    |       |        |       |
| OWATC - 25% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      | ✓     |        |       |
| SLTATC PEHP Advantage Member costs reduced from 30% to 20%                                                                                                                                                                                                                                                 |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member portion changed from \$15 copay to 20%                                                                                                                                                                                                                                           |      |      |       | ✓      |       |
| UBATC - Member pays 20% of discounted cost up to a 30 day supply, \$30 minimum, no maximum                                                                                                                                                                                                                 |      |      |       |        | ✓     |
| <b>Brand Name - Non Preferred</b>                                                                                                                                                                                                                                                                          |      |      |       |        |       |
| DATC - 50% w/ \$5 min and no max                                                                                                                                                                                                                                                                           |      | ✓    |       |        |       |
| OWATC - 50% of discounted cost, \$5 minimum                                                                                                                                                                                                                                                                |      |      |       |        |       |
| SLTATC PEHP Advantage Member costs reduced from                                                                                                                                                                                                                                                            |      |      |       | ✓      |       |
| SLTATC PEHP Summit Member portion changed from \$35 copay to 35%                                                                                                                                                                                                                                           |      |      |       | ✓      |       |
| UBATC - Member pays 35% of discounted cost up to a 30 day supply, \$30 minimum, no max                                                                                                                                                                                                                     |      |      |       |        | ✓     |
| <b>Other Changes</b>                                                                                                                                                                                                                                                                                       |      |      |       |        |       |
| OWATC - Effective July 1, 2008, the Summit Care Pharmacy benefits will be administered by Medco Health. Specialty medications will now be paid at the specialty drug benefit. The Summit Care pharmacy coinsurances will also change. The preferred drug list for the Summit Care plans is also different. |      |      | ✓     |        |       |

## Notes

No Changes Reported for DXATC, MATC, SWATC

Table 4

## UCAT Dental Insurance Providers, Premiums, and Enrollment

2008-09

| <i>Insurance Provider</i>                       | BATC | DATC                |                   |       | DXATC             | MATC    | OWATC | SLTATC              |         | SWATC | UBATC             |
|-------------------------------------------------|------|---------------------|-------------------|-------|-------------------|---------|-------|---------------------|---------|-------|-------------------|
|                                                 | EMIA | PEHP<br>Traditional | PEHP<br>Preferred | BCBS  | PEHP<br>Preferred | EMIA    | EMIA  | PEHP<br>Traditional | BCBS    | EMIA  | PEHP<br>Preferred |
| <i>2008-09 Total Premium Increase (Percent)</i> |      | 0.0%                | 0.0%              | 5.3%  | 0.0%              | 0.0%    | 0.0%  | 0.0%                | New     | 6.1%  | 0.0%              |
| <i>Annual Premium Cost to Institution</i>       |      |                     |                   |       |                   |         |       |                     |         |       |                   |
| Single                                          |      | \$526               | \$526             | \$505 | \$526             | \$588   | \$522 | \$0                 | \$0     | \$285 | \$526             |
| Employee + 1 dependent                          |      | \$669               | \$669             | \$669 | \$669             | \$748   | \$662 | \$0                 | \$0     | \$423 | \$669             |
| Family                                          |      | \$969               | \$969             | \$969 | \$969             | \$1,088 | \$964 | \$0                 | \$0     | \$705 | \$969             |
| <i>Annual Premium Cost to Employee</i>          |      |                     |                   |       |                   |         |       |                     |         |       |                   |
| Single                                          |      | \$168               | \$28              | \$0   | \$28              | \$0     | \$52  | \$694               | \$554   | \$0   | \$28              |
| Employee + 1 dependent                          |      | \$220               | \$35              | \$178 | \$35              | \$0     | \$65  | \$889               | \$704   | \$120 | \$35              |
| Family                                          |      | \$315               | \$51              | \$253 | \$51              | \$0     | \$95  | \$1,284             | \$1,020 | \$305 | \$51              |

NOTES:



USHE Finance, Facilities, and Accountability Committee

Report on Common Practices and Benchmarks in Health Benefits

June 2008

Common Practices and Benchmarks

I. Cost of Health Insurance

A. **Premium Increases** - The cost of job-based health insurance rose by 6.1% in 2007.

This is the fourth consecutive year that insurance premiums showed a declining rate of growth.

Increases for the previous seven years were 7.7% in 2006, 9.2% in 2005, 11.2% in 2004, 13.9% in 2003, 12.7% in 2002, 11% in 2001, and 8.3% in 2000.

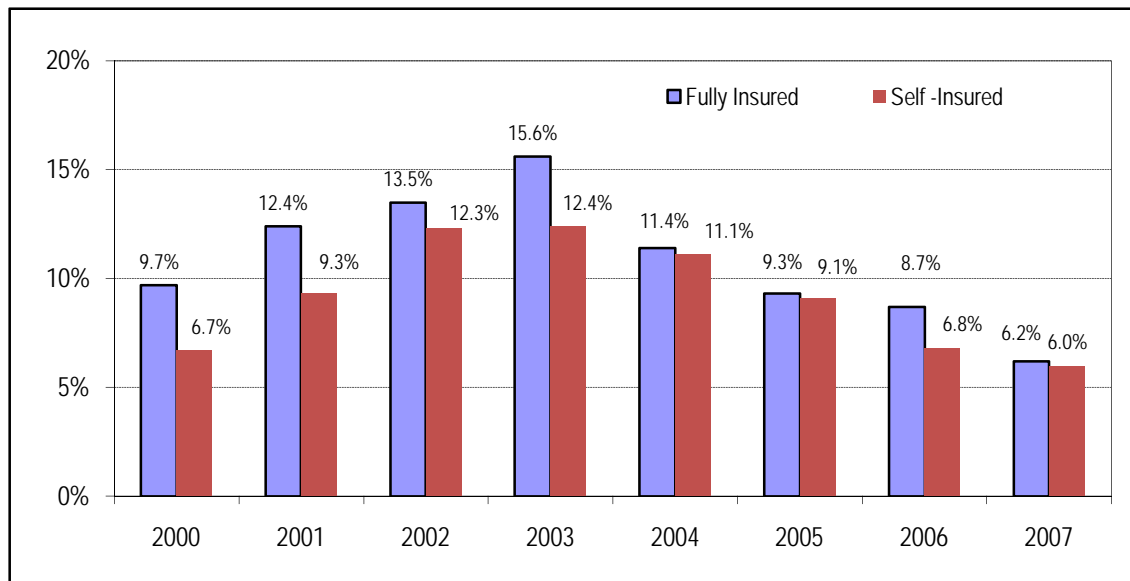
1. **Smaller Rate Increases Outpace Inflation and Wage Gains** - Despite the slowdown in rate increases, premium rate increases (6.1%) continue to exceed inflation (3.7%) and wage gains (2.6%).

2. **Comparable Premium Increases for Small and Large Firms** - Employees in small firms experienced comparable increases to employees of large firms in 2007 (5.5% vs. 6.4%).

3. **Wide Variation in Premium Increases for Workers and Firms** - 10% of covered workers experienced increases greater than 15% while 46% of covered workers experienced increases of less than or equal to 5%.

4. **Fully-insured vs. Self-insured** - Premium equivalents for self-funded plans (6.0%) rose at a lower rate than premiums for fully insured plans (6.2%).  
(See Figure 1)

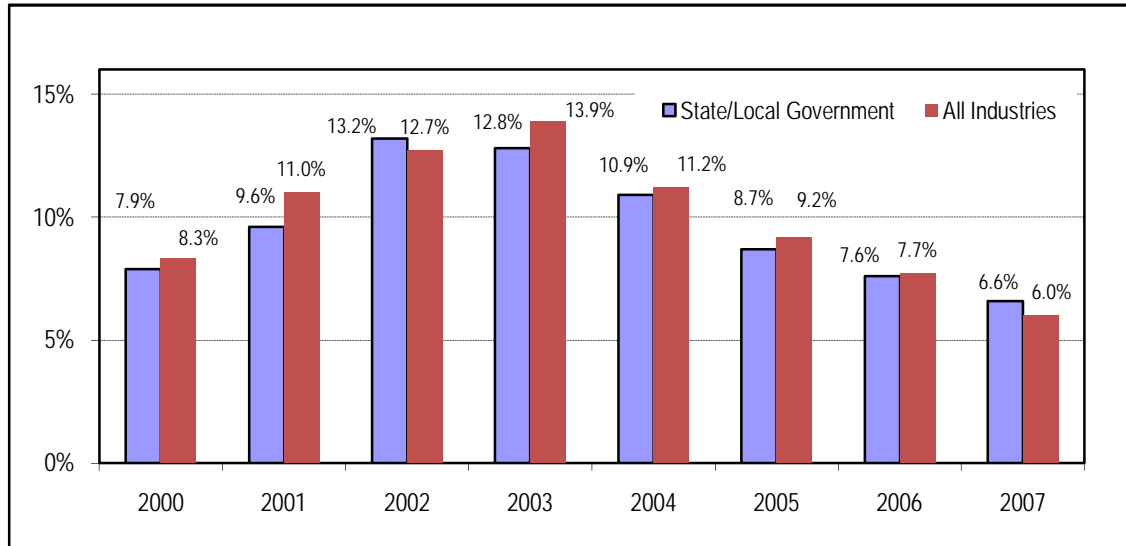
*Figure 1. Premium Increases for Fully-insured vs. Self-insured Firms*



Source: Kaiser and HRET, 2007

5. **State/Local Government Sector** - In 2007 premium increases for the State/Local Government were similar to the average premium increases for all industry sectors (See Figure 2).

**Figure 2. Premium Increases by Industry**



Source: Kaiser and HRET, 2007

**B. Annual Premium Costs of Single and Family Coverage** - Average annual premiums including employer and employee share equal \$4,479 for single coverage and \$12,106 for family coverage.

- 1. PPO Premiums** - Average annual premiums are \$4,638 for single and \$12,443 for family coverage.
- 2. HMO Premiums** - HMOs have the second lowest cost with annual premiums of \$4,299 for single coverage and \$11,879 for family coverage. HDHP/SO plans had the lowest annual premiums with \$3,869 for single coverage and \$10,693 for family coverage.
- 3. Regional Differences** - Cost of coverage in the South is now the lowest followed by the Midwest and Northeast for single coverage. The West has the highest rate for single coverage. The West however, has the second to lowest cost of coverage, behind the South.

## II. Health Insurance Choice

**A. Most Available Plan Option** - PPO coverage continues to be the most available plan option, with 79% of covered employees able to choose a PPO plan. HMO is the next available plan type with 42% of covered employees having this option. This is down from 43% in 2006.

**B. Multiple Plan Options** - The number of covered workers who can choose from multiple plans is 49%. Workers in the large firms are more likely to have more than one plan option (64%), while workers in the small firms are the least likely (21%).

### III. Market Shares of Health Plans

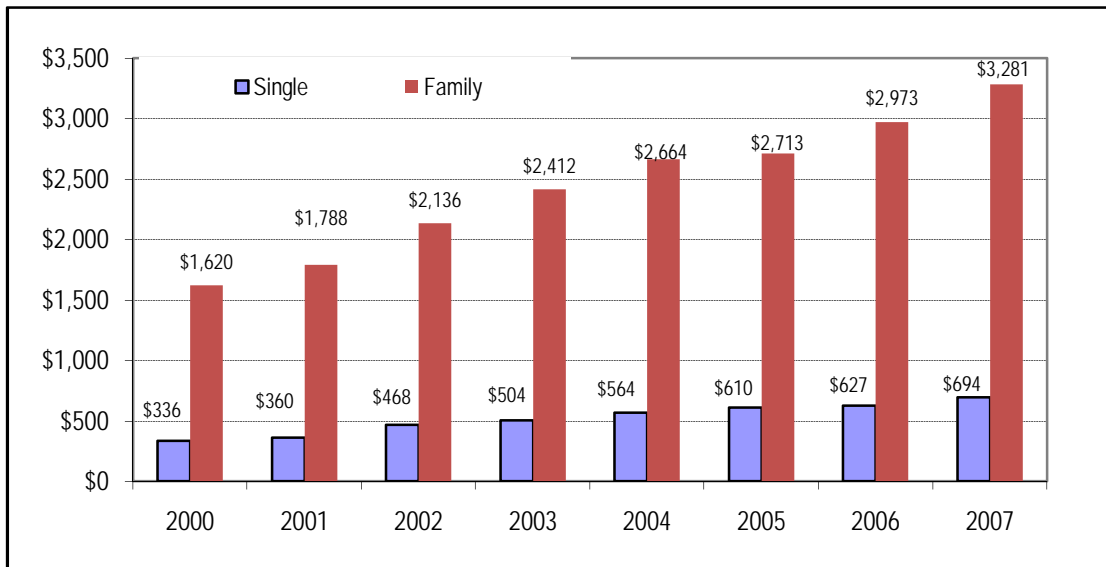
A. **PPO Enrollment** - More than half of covered workers (57%) enroll in PPO plans.

B. **HMO Enrollment** - Enrollment in HMO plans rose to 21% of total workers compared to 20% in 2006. The West Region continues to have a higher enrollment in HMO plans than other regions (29%).

### IV. Employee Contribution for Premiums

A. **Dollars Contributed** - The average monthly workers' contributions for single coverage is \$58 in 2007, while family coverage contributions is \$273. The annual average rates for single coverage and family coverage are \$694 and \$3,281, respectively (See Figure 3).

**Figure 3. Average Annual Employee Premium Contribution**



Source: Kaiser and HRET, 2007

B. **Employee Percentage Contributed** - 3 different sources (see Table 1)

1. **Kaiser and HRET:** Workers continued to pay about 16% for single coverage and 28% for family coverage (See Figure 4).

a) **Employers Fully Covering Premiums** - Twenty percent of covered workers have the full cost of single premiums paid by their employer compared with six percent who have the full cost of family premiums covered by the employer.

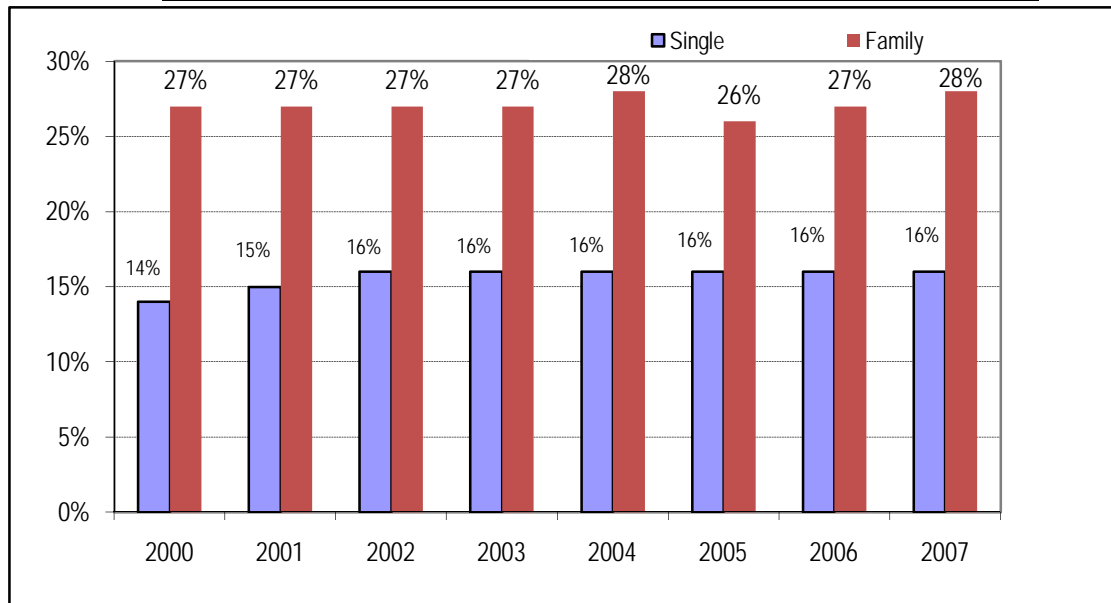
2. **2005 Medical Expenditure Panel Survey** - Nationally, workers pay 24% of the premium for family coverage and 18% of the premium for single coverage. In Utah, workers pay 25% of the premium for family coverage and 22% for single coverage.

3. U.S. Department of Labor - Employee contributions toward the premium for single coverage were 18% and 30% for family coverage.

**Table 1. Employee Premium Contribution**

| Survey               | Employee Share of Premium |        |        |        |
|----------------------|---------------------------|--------|--------|--------|
|                      | US                        |        | Utah   |        |
|                      | Single                    | Family | Single | Family |
| Kaiser/HRET, 2007    | 16.0%                     | 28.0%  |        |        |
| MEP Survey, 2005     | 18.0%                     | 24.0%  | 22.0%  | 25.0%  |
| Dept. of Labor, 2007 | 20.0%                     | 32.0%  |        |        |

**Figure 4. Percentage of Employee Contribution to Premium**



Source: Kaiser and HRET, 2007

#### V. Employee Cost Sharing

**A. Deductibles** - 2007 Annual deductibles in PPO plans - the most common plan type - remained relatively constant. Average deductibles for single PPO Coverage are \$461 for preferred providers and \$621 for family coverage with a separate per person deductible.

**B. Coinsurance** -The vast majority of covered workers (79%) in HMOs, PPOs, POSs face a fixed-dollar co-payment rather than a percentage coinsurance (12%) when they visit a physician.

**C. Co-payments**- Among covered workers with co-payments, 59% pay a co-payment for in-network services of \$15 or \$20 per visit.

**VI. High Deductible Health Plans and Savings Account Options**

**A. Availability of HDHP Options** - Ten percent of firms now offer HDHP plans, up from 7% in 2006, but the difference is not statistically significant. The number of firms offering the HDHP plan appears likely to grow over the next year.

**VII. Prescription Drug Benefits**

**A. Prescription Benefit Coverage** - Ninety-eight percent of covered workers in employee sponsored health plans have a prescription benefit. Of these 91% participate in a tiered cost sharing formula.

**B. Three or Four-tier Cost-Sharing Arrangements Increasing** - The use of tiered cost sharing arrangements to encourage the use of generic drugs and preferred brand name drugs has increased over the past year growing from 55% of covered workers in 2002 to 63% in 2003, 68% in 2004, 74% in 2005 and 2006, and 75% in 2007.

**C. Pharmaceutical Co-payments** - The average drug co-payments for generic (\$11), preferred (\$25) and non-preferred (\$43) drugs increased slightly over the last year. Average co-payment for a four-tier drug is \$71.

**D. Pharmaceutical Coinsurance** - Cost-sharing for workers with coinsurance averages 21% for generic, 26% for preferred and 40% for non-preferred drugs and 36% for four-tier drugs.

**VIII. Plan Funding**

**A. Level of Self-Funding** - Similar to 2005 and 2006, 55% of covered employees are in a plan that is completely or partially self-insured in 2007. This has remained relatively stable over the last few years.

**B. Related to Size of Firm** - The amount of covered workers in self-funded plans varies dramatically by size of firm. Twelve percent of covered workers in small firms (3 to 199 workers) are in self-insured plans compared to 53% of workers in mid-size firms (200 to 999 workers), 76% in large firms (1,000 - 4,999 workers) and 86% of workers in jumbo firms (5000+ workers).

**C. Coverage of Self Insured Plans** - Firms that self-insure are least likely to cover workers in HMO plans (34%) and most likely to cover workers in PPO plans (65%)

## Sources

- Kaiser Family Foundation and Health Research and Educational Trust (HRET). 2007. *Employer Health Benefits: 2007 Annual Survey*. Found at <http://www.kff.org/insurance/7672/upload/76723.pdf>, June 2, 2008.

A national survey of 400 questions to 3,078 employers categorized by industry, size of firm, and region.  
*Note: All data comes from this report unless otherwise referenced.*

- Agency for Healthcare Research and Quality, Center for Cost and Financing Studies. 2005. 2005 *Medical Expenditure Panel Survey (MEPS) - Insurance Component*. Accessed through the Kaiser Family Foundation "State Health Facts Online" website, found at <http://www.statehealthfacts.org/profileind.jsp?cat=5&sub=67&rgn=46> June 2, 2008.

The Medical Expenditure Panel Survey - Insurance Component is an annual survey of establishments that collects information about employer-sponsored health insurance offerings in the United States.

- U.S. Department of Labor, Bureau of Labor Statistics. 2007. *National Compensation Survey: Employee Benefits in Private Industry in the United States, March 2007*. Found at <http://www.bls.gov/ncs/ebs/sp/ebsm0006.pdf> June 2, 2008.

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Scope Definitions and Schedule for Campus IT Audits (Year Two)

Issue

The USHE Security Assessment Team audits systems and networks at USHE institutions to identify IT implementations and practices which may present risk to the institution.

Background

Last year the USHE Security Assessment Team provided an overall assessment of the IT practices at USHE institutions. The Team identified sources and data stores where critical or sensitive data was being stored and identified how that data was being handled. The assessment consisted of interviews with key IT personnel, a review of documentation, vulnerability scans of network devices and services, and limited but targeted penetration testing. Each institution was presented with a list of recommendations for improvement.

The proposed assessment for the upcoming year will determine if the institutions are making changes to areas according to recommendations, identify where no significant improvements have been made, and conduct a more in depth assessment at each institution to further identify IT security risks.

Commissioner's Recommendation

This report is for information only. No action is needed.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/HRE  
Attachments

# Scope Definitions for the Assessment

The USHE Assessment team will be performing a security assessment within the following scope.

The USHE Assessment Team will perform various tasks assessing the vulnerability of the institution in a number of different areas. These tasks include:

## **Utah State Board of Regents Policy R345 Compliance**

This task is to determine the compliance of the institution with the Utah SBR R345 and the various aspects of Network and Institutional security.

## **Social Engineering**

This task's scope is limited to gatekeeper personnel. Within the scope of this task, gatekeeper personnel are those who are directly involved with facilitating, coordinating and providing availability and access to privileged information within the institution to include; the IT Help Desk, IT Management and ISO as well as other key, non-gatekeeper personnel as appropriate. (This task does not address potential Social Engineering of general student, faculty or staff personnel.)

## **Physical Security**

Physical access trumps any network security tools/policies/procedures designed to protect assets. A thorough physical assessment is not possible with the time and resources allotted.

## **Acceptable Use Policy**

In this task we will review all AUPs, the frequency it's reviewed, and elements contain in the policy.

## **Organization of the ISO or equivalent group**

This task is to determine the organization and effectiveness of the ISO for the institution. This Task's scope is limited to if the ISO is an entity on campus, if it has the right reporting structure, and has the authority to effect security change, monitoring, auditing, policy and procedures.

## **Background and qualifications of the Security Group**

This task is to understand the Background and Disclosure policy of the ISO. We want to make sure that the ISO is staffed with competent and ethical people. In this task we will determine the training levels and ethics of the ISO. Often the ISO is the incident handlers of sensitive issues, and being bound to an NDA is the best method to ensure that protection.

## **Additional Outside Regulatory Requirements**

This task is to raise awareness within the institution that they may be subject to many additional regulatory requirements outside of the scope of R345 and to assess the preparedness of the institution to determine their compliance with the applicable regulations.

## **Network Security Awareness**

This task will review the institutions security awareness program, which may include any policies related to IS, training programs available to all network users, and overall culture.

## **Incident Handling and Alerting**

This task is to determine if an effective practice exists for dealing with the **misuse of computer systems and networks**, including; intrusions, malicious code infection, cyber-theft, denial-of-service and other security related events. This task's scope is limited to the **preparation, identification, containment, eradication and recovery** elements involving; intrusions, malicious code infections, cyber-theft and



denial-of-service "incidents" only.

### **Phishing Attacks**

Phishing style attacks generally fall under the Social Engineering component of this assessment. This task is to focus specifically on the effectiveness of security education and understanding by faculty and staff of the institution.

### **Account De-provisioning issues**

The policy, procedure, and logging of this process is what we will assess. This is an awareness issue due to the fact that we cannot comprehensively audit every provision/de-provision process on campus.

### **Google Hacking**

This task is to determine the accessibility of sensitive information from public/internet-facing and private/internal web sites and web applications. This task's scope is limited to the public/internet-facing main website and links to other web sites and web applications within the institution.

### **Emergency Notification System Status**

This task is to raise awareness within the institution of the need for an appropriately scaled Emergency Management Plan (EMP) and Emergency Notification System (ENS).

### **Disaster Recovery Plan and Procedures**

The task is to review the disaster recovery plan, which includes backup of critical systems.

### **Wireless Networking**

This task is designed to bring awareness to an institution that while wireless networking may make network access easier and more efficient, it must be deployed with appropriate levels of consideration given to ensure that it does not defeat or bypass other security mechanisms.

### **VoIP Issues**

This task will aim to gain an understanding of the VoIP infrastructure to make sure proper VLANs, access control lists, encryption methods, quality of services (QoS), and other services provided by VoIP are implemented and administrated in a secure manner. As part of the VoIP services we will examine E911 implementation, web services enabled, and remote access (softphones).

### **WarDialing and Rogue Modem Detection**

This task will involve the use of POTS systems to find traditional entrance vectors into the organization. This task will be limited to the numbers provided in the RFI.

### **DNS Systems Assessment**

Assessing DNS will cover a few of the basics and allow for performing MIM attacks, and may aide in phishing schemas in Task #10. For this task, we would like to cover the basics, and expand as time permits.

### **Operating System Patch Levels**

This task will include the use of various tools to determine the overall patch-level of systems on the organization network. Particular attention will be paid to the systems and services running in the more sensitive parts of the network.

### **Infrastructure Assessments**

This task is to determine the specific adherence to best practices regarding Network Infrastructure for all communication types. This task's scope is limited to components and systems which make up the "Infrastructure" itself. **Infrastructure devices** include: routers, switches, firewalls, transport media, load balancers and proxies. This task's scope DOES NOT INCLUDE non-Infrastructure systems, rather, "those systems which rely wholly upon the "Infrastructure" itself for their network access and availability to user

populations. Infrastructure devices DO NOT INCLUDE: file services, email servers, print servers, printers.

### **WHOIS Assessment**

This task is very basic. It is to determine the current status of the ARIN, and EDUCAUSE databases concerning information for the institution. Also to cover basic information disclosure vulnerabilities. We will also determine how long the record has gone without being updated.

### **Application Firewall and Proxy Configuration Assessment**

### **Log Management**

### **Remote Access Management**

This task will review how remote access is used, administrated and reviewed for compliance.

### **Network Scanning and Enumeration**

The goal of this task is to use the information provided by the RFI to scan and enumerate the target network(s). This data is refined and passed to various other tasks such as the exploitation and brute force tasks. All tasks are done according to assessment pre-visit schedule.

### **Exploitation and Brute-Force**

These attacks are performed from and inside perspective and an outside perspective. **Any vulnerabilities or compromised discovered by the assessment team that are deemed extremely critical will be disclosed to the institution upon discovery.**

### **Firewall Rules Assessment**

### **SCADA Awareness and Assessment**

This task is to raise awareness within the institution of the pervasiveness of SCADA device controls particularly within the heating, ventilating, and air conditioning (HVAC) and power management industries and the need to secure such devices.

### **Encryption Standards Awareness**

This task will gain an understanding of the organizations encryption standards, and make recommendations regarding increasing the security of these standards.

### **Previous Assessment Followup**

In the prior year, the USHE team provided an assessment, and this task is to determine the changes and compliance to the recommendations made in the previous assessment.

# Assessment Schedule FINAL

## TEAM MEMBERSHIP:

The assessment team will consist of no fewer than 5 Members for each assessment. The members of the assessment team will be pulled from the overall group. The leadership of the assessments will be determined by the group at the end of the previous assessment. Excepting cases of large institutions, the assessment team will consist generally of 6-7 members for each assessment.

Team Membership as of May 8, 2008

**Troy Jessup - Utah Education Network**  
**Patrick Bergen - Utah Education Network**  
**Kelly Genessy - Utah Education Network**  
**Jason Tracy - Salt Lake Community College**  
**Corey Roach - University of Utah**  
**Matt Brace - Utah State Board of Regents**

## DEFINED ASSESSMENT SCHEDULE:

Institution and USHE Assessment Team Leader are defined below:

### **State Board of Regents - Troy Jessup**

**Onsite Visit - June 4-6**

**Remote Scanning Begins - May 28**

### **Dixie State College - Kelly Genessy**

**Onsite Visit - July 9-11**

**Remote Scanning Begins - July 7**

### **Southern Utah University - Jason Tracy**

**Onsite Visit - August 13-15**

**Remote Scanning Begins - August 6**

### **Snow College**

### **Snow College Richfield - Patrick Bergen**

**Onsite Visit - September 9-12**

**Remote Scanning Begins - September 2**

### **College of Eastern Utah - Corey Roach**

**Onsite Visit - October 8-10**

**Remote Scanning Begins - October 1**

### **Utah Valley University - ~~Matt Brace~~**

**Onsite Visit - November 5-7**

**Remote Scanning Begins - October 29**

## **Salt Lake Community College - Corey Roach + Matt Brace**

Onsite Visit - December 3-5

Remote Scanning Begins - November 26

## **University of Utah - Troy Jessup + Kelly Genessy**

Onsite Visit - January 19-23

Remote Scanning Begins - January 12

## **Weber State University - Jason Tracy**

Onsite Visit - February 18-20

Remote Scanning Begins - February 11

## **Utah State University - Patrick Bergen**

Onsite Visit - March 18-20

Remote Scanning Begins - March 11

July 2, 2008

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE – Annual Research Grant Report

Issue

Regent policy R532-1, *Acceptance and Approval of Contracts and Grants*, requires that each institution present an annual report that includes summary totals by college or unit for the number and dollar amounts of all funded projects for the fiscal year July 1 through June 30. Annual reports for the participating institutions were not available at the time of printing and will be hand-carried to the meeting.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

---

David L. Buhler  
Interim Commissioner for Higher Education

DLB/MHS/KLH  
Attachments

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: DSC – Action of Regents' Executive Committee – Property Purchase

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on June 11, 2008. The Executive Committee approved a property purchase by Dixie State College. The property will be used as an institutional residence. Details of the purchase are contained in Attachment 1.

Commissioner's Recommendation

This is presented as information only.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB/MHS  
Attachment

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Campus Retention Plan Reports from Dixie State College and Southern Utah University--  
Information Item

Issue

As a follow-up item to the Board's Planning Retreat on persistence on March 20, 2008, the Board approved the Commissioner's recommendation that each institution should give a report 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

Weber State University and Utah State University presented at the May meeting. This month we will have presentations from Dixie State College and Southern Utah University. We will then hear a presentation from each institution over the next few months about campus efforts to promote student persistence. Future presentations will be delivered to the Strategic Planning & Communications Committee according to the following schedule:

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.

---

David L. Buhler  
Interim Commissioner of Higher Education

Attachment

# Overview of Retention Activities at Southern Utah University

Over the past six years, Southern Utah University has aggressively addressed issues related to student retention. As a result of this effort, the university, on multiple levels, has undergone a transformation in order to better meet the needs of students to improve retention.

## Evidence of Retention

- SUU has observed a 10% increase in freshmen to sophomore retention since the fall semester, 2004
- Currently, the university is experiencing a significant increase in sophomore to junior retention for Fall 2008
- There has been a moderate increase in the number of students on first-time probation who return to, and continue in, good academic standing
- SUU has observed a significant increase in the retention of students with low admissions index scores: Prior to 2004, the preceding 10 year average indicated only 33% of students with index scores lower than 85 continued on to their second year. Since the creation of the "College Connections" bridge program, that number has risen to 55% in the 2006-2007 bridge cohort
- SUU has seen a significant increase in numbers of sophomores electing to live on campus

## Programs and Initiatives Linked to the Retention Effort

- Higher admissions standards
- New state-of-the-art residence halls
- Living and learning communities in university housing
- Addition of Ponderosa Terrace residence hall
- High student involvement in extra-curricular activities
- Emphasis on small faculty/student ratios
- Engaged faculty
- Improved scholarship packages
- Scholarship deferment program
- Increase in college academic advisors
- Creation of a transfer advising coordinator position
- Development of two year associate degree to aid in successful student transfer



- Centralized advising for undecided students
- Mandatory advising for all freshmen
- Bridge program for SUU's most academically "at-risk" students
- Academic early warning system for all freshmen
- Summer orientation program
- Parent orientation program
- Creation of freshman first-year cohorts
- Required first-year seminar course
- Free tutoring for math, science, business, computer science and foreign languages
- Student Progress program for students on academic probation
- Student Support Services (TRIO)
- Disability Services office
- Math supplemental instruction
- Developmental math programs housed along with tutoring services
- Increase in mental health counselors

### New Initiatives Underway for 2008-2009

- Implemented an extended orientation to campus during Welcome Week (August, 2008)
- Enrollment Deposit (implemented Fall 2008) provides improved means to meet course planning needs
- Improved student tracking mechanisms
- Construction of Phase II of Eccles Living Learning Complex
- Addition of Chartwells food service vendor

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Regents' Scholarship Administrative Rule and Legislative Feedback on Scholarship Criteria—Information Item

Issue

On May 30, 2008, the Board adopted a new policy, R609 (Regents' Scholarship), in compliance with S.B. 180, which required the Board to adopt a policy implementing the statute by July 15, 2008. Subsequently, the Office of the Commissioner was informed by legislative staff of the Administrative Rules Committee that the Board was required to go through the administrative rule-making process because students awarded the scholarship will be able to use the funds at private Utah colleges and universities outside the Utah System of Higher Education. The Office of the Commissioner was also invited to appear before the Administrative Rules Committee on June 4, 2008, to respond to legislator concerns about the criteria being used by the Board to award the scholarship.

The Board needs to review and discuss the proposed administrative rule implementing the Regents' Scholarship and consider several issues that have arisen related to the scholarship criteria.

Background

The Regents' Scholarship was established with the singular purpose of providing a monetary incentive to students who complete the Utah Scholars core course of study, which requires students to complete, in grades 9-12:

- 4 years of English
- 4 years of math, through Algebra II, and a senior year class beyond Algebra II (e.g., pre-calculus, calculus, statistics, concurrent enrollment math, etc.).
- 3.5 years of social science
- 3 years of lab-based natural science (one each of Biology, Chemistry, and Physics)
- 2 years of the same foreign language (may include American Sign Language)

We have been transparent and clear about the link between the Utah Scholars core course of study and the scholarship from the beginning, explaining to legislators, Governor Huntsman, and

business leaders that this defined core course of study has been validated as rigorous, and a key predictor of college success, by multiple national studies conducted by the U.S. Department of Education.<sup>1</sup> We have been particularly emphatic about encouraging more high school students to take advanced mathematics all four years of high school. Clifford Adelman concluded in *The Toolbox Revisited*: “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 rigueur*. 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>2</sup>

Therefore, R609, which was adopted by the Board at its May 30, 2008 meeting, ties the academic criteria for the Regents’ Scholarship to the Utah Scholars core course of study, and staff in the Office of the Commissioner have been communicating these criteria to public school officials, parents and graduating high school students since late April. With respect to parental and student inquiries about the course requirements, staff have consistently responded that if a student is missing one or more core courses, he/she has until September 1, 2008 to complete the course through a variety of formats, including Utah Electronic High School, Utah Electronic College, an on-campus college course offered through any USHE institution, or through an accredited on-line or distance education program such as BYU Independent Study.

However, a student took issue with the requirements, asserting that she should not have to complete a fourth year of math since she completed Advanced Placement (A.P.) Calculus as a junior in high school. This student’s parents then contacted their legislator, who asked for a review of the Board’s criteria at the Administrative Rules Committee.

At the Committee meeting on June 4, 2008, the Committee raised two issues with the Office of the Commissioner. First, the Committee insisted that the Board’s policy be converted to an administrative rule and go through the required administrative rule-making process because, according to state law, a state agency must make rules when agency action “provides a material benefit” to “class of persons or another agency.”<sup>3</sup> Because students who receive the Regents’ Scholarship may use scholarship funds at private Utah colleges and universities outside USHE (BYU, LDS Business College, Westminster College, and Western Governor’s University), we agree that rule making is required.

In response to this concern, R609 was submitted to the Division of Administrative Rules and it has now been published in the Utah State Bulletin for public comment (see Proposed Rule R765-603, attached). The public comment period will run for 30 days, from July 1, 2008 to July 31,

---

<sup>1</sup> See Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment* (U.S. Dept. of Education, 1999); Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School through College* (U.S. Dept. of Education, 2006).

<sup>2</sup> Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School through College* (U.S. Dept. of Education, 2006), p. xix (emphasis added).

<sup>3</sup> Utah Code Ann. § 63G-3-201(2).

2008. Following the public comment period, the Office of the Commissioner will consider the public feedback and submit a final draft of the rule to become effective and enforceable.

Second, concerns were raised at the Administrative Rules Committee hearing about the academic criteria for the scholarship, suggesting that the requirement of four years of high school math may be somewhat arbitrary and unfair to students who are on an advanced math track and complete math through calculus before their senior year. Some of the committee members requested that we consider an amendment to the proposed rule that would exempt students from the four-year math requirement if they complete A.P. calculus prior to their senior year. We agreed this was a fair point that deserved consideration.

Consequently, we submitted an amendment to the proposed rule, which states, under the section delineating the core course of study: "Credit requirements in content areas of the core course of study (English, mathematics, laboratory science, social studies, and foreign language) may be satisfied by completion of an Advanced Placement (A.P.) course in a content area and an A.P. test score of 3 or higher for the course, regardless of when the course and/or test was completed in grades 9-12."<sup>4</sup>

This proposed amendment to the rule/policy would address the specific concern that has been raised by allowing some flexibility for students who take A.P. courses, not just in math but in the other content areas. At the same time, modifying the policy/rule in this manner raises a number of policy issues which merit consideration by the Board. These issues include:

- Allowing for students to waive certain course requirements by taking A.P. courses may undercut one of the policy's goals, which is to ensure that high school students take rigor all the way through their senior year. While a student who takes an A.P. class before his/her senior year has certainly completed a rigorous course, that student will still have a year's gap between the course and college enrollment, and may choose to fill his/her senior year schedule with less substantive course work. This concern should be weighed against the fact that the A.P. test provides a reliable and recognized measure of learning and competence.
- Creating in essence a separate "A.P. track" for earning the scholarship undercuts the scholarship's simplicity. We have heard from numerous stakeholders, including public school guidance counselors and business leaders in Utah's Hispanic community, that they love the Regents' Scholarship because it is straightforward and easy to understand and communicate—the Utah Scholars core is an uncomplicated, focused path toward college that virtually anyone can grasp.
- Creating an "A.P. track" for earning the scholarship will increase both the pool of scholarship applicants and the funding needed to maintain the scholarship's viability. However, we are not able to quantify what the difference may be at this point.

---

<sup>4</sup> Utah Admin. Code R765-603-4.2.1 (Proposed July 1, 2008).

- Because A.P. courses are not offered at all high schools in Utah, allowing students to substitute A.P. courses for core course requirements may lead to pressure from parents and educators in rural areas that students be allowed to substitute concurrent enrollment courses for core course requirements. Whereas A.P. courses are tied to a nationally recognized curriculum and benchmarked with rigorous examinations, the rigor of concurrent enrollment courses may vary significantly from school to school across the state.
- Applying an "A.P. exemption" to this year's applicant pool would differ from the materials, information, and communication that the Commissioner's staff has been sharing with applicants and public school officials since late April. If the Board decides to approve this revision to the policy/rule, the Board will need to provide direction to the Commissioner's staff as to whether the amendment should be applied retroactively to applicants in the Class of 2008; reopening the application process and reviewing all applications over again will substantially delay both the approval process and the disbursement of funds for fall semester 2008. It is our recommendation that the revised rule/policy be applied prospectively only, to applicants in the Class of 2009.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review Proposed Rule R765-603 as presented and provide direction to the Commissioner's staff regarding both the rule and the Regents' Scholarship implementation process for applicants in the Class of 2008.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

## **R765. Regents (Board of), Administration.**

### **R765-603. Regents' Scholarship.**

#### **R765-603-1. Purpose.**

To encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

#### **R765-603-2. References.**

- 2.1. Section 53B-8-108 et seq. (Regents' Scholarship Program).
- 2.2. Section R277-700-7 (High School Core Graduation Requirements for Graduating Students Beginning with the Class of 2011).

#### **R765-603-3. Definitions.**

3.1. Academic Competitiveness Grants: Awards of up to \$750 for the first year of college and \$1,300 for the second year of college that Pell Grant-eligible students may receive upon demonstrating the completion of a rigorous program of study in high school.

3.2. Base Award: A \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria.

3.3. Board: State Board of Regents.

3.4. Core Course of Study: The 16.5-credit Utah Scholars core course of study, comprised of 4.0 years of English; 4.0 years of mathematics (at minimum Algebra I, Geometry, Algebra II, and a senior-year class beyond Algebra II); 3.5 years of social studies; 3.0 years of lab-based natural science (one each of Biology, Chemistry, and Physics); and 2.0 years of the same language other than English, in grades 9-12.

3.5. Exemplary Academic Achievement Award: A scholarship equal in value to 75% of the tuition costs for up to two years of full-time equivalent enrollment at any USHE institution or any Utah private nonprofit college or university in Utah that has been accredited by the Northwest Association of Schools and Colleges. Students eligible for the scholarship are those who complete the core course of study with a cumulative weighted high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher (or equivalent SAT score), and fulfill all other eligibility requirements for the Regents' Scholarship.

3.6. Regents' Diploma Endorsement: A certificate or transcript notation to be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

3.7. Regents' Scholarship: A scholarship with two component awards: 1) a \$1,000 base scholarship to be awarded to students who complete the core course of study with a cumulative weighted high school GPA of 3.0 or higher, and fulfill all other eligibility criteria; and 2) a two-year scholarship awarded for exemplary academic achievement in completing the scholarship criteria.

3.8. Scholarship Review Committee: The committee appointed by the Commissioner of Higher Education to review Regents' Scholarship applications and make final decisions regarding scholarship awards.

3.9. UESP: Utah Educational Savings Plan.

#### **R765-603-4. Policy.**

##### **4.1. Conditions of the Scholarship Program and Program Terms.**

Both the base award and the Exemplary Academic Achievement award of the Regents' Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board. The Board may limit or reduce the base Regents' Scholarship and supplemental program awards, as well as the total number of scholarships and supplemental awards granted, depending on available funding. A student who does not apply for the scholarship by February 1st of his or her senior year, or who has not used the award in its entirety within five years after his or her high school graduation date, is ineligible to receive a program award.

##### **4.2. Regents' Scholarship Criteria--Base Award.**

To qualify for the base award of the Regents' Scholarship, an applicant must satisfy the following criteria:

4.2.1. Core Course of Study. The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating, in grades 9-12: 1) completion of the core course of study, or 2) completion of all requirements of an International Baccalaureate diploma (for a complete list of courses satisfying the core requirements, visit [www.utahsbr.edu](http://www.utahsbr.edu)). Credit requirements in content areas of the core course of study (English, mathematics, laboratory science, social studies, and foreign language) may be satisfied by completion of an Advanced Placement (A.P.) course in a content area and an A.P. test score of 3 or higher for the course, regardless of when the course and/or test was completed in grades 9-12.

4.2.2. Required GPA and Weighted Courses. The applicant must demonstrate completion of the core course of study or the International Baccalaureate Diploma requirements with a cumulative weighted high school GPA of at least 3.0, with no individual core course grade lower than a "C". The grade earned in any course designated on the student's high school transcript as Advanced Placement (A.P.), International Baccalaureate (I.B.), pre-International Baccalaureate, or concurrent enrollment,

shall typically receive a 0.25 weight per semester. The Scholarship Committee does maintain the discretion to use different weighting criteria based on a variety of factors, including but not limited to, school schedules (e.g., terms, trimesters, etc.), student scores on A.P. or I.B. tests, and exceptional or unusual individual circumstances.

4.2.3. Required ACT or SAT score. The applicant must submit at least one verified ACT or SAT score.

4.2.4. Qualify for a Utah High School Diploma. Applicants applying from Utah public high schools must successfully pass all sections of the Utah Basic Skills Competency Test (UBSCT) and satisfy all other state and school district requirements for a Utah high school diploma. Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma. Home-schooled students are not eligible for the scholarship. Home-schooled students and graduates of high schools outside Utah are not eligible for the scholarship.

4.2.5. No criminal record. The applicant must attest to the lack of a criminal record with the exception of misdemeanor traffic citations.

4.2.6. Proof of U.S. citizenship. The applicant must attest to being a U.S. citizen who is eligible to receive federal financial aid.

4.2.7. Enrollment within 12 months. The applicant must enroll full time at a qualifying institution of higher education within 12 months of the applicant's high school graduation unless the applicant seeks and obtains an approved leave of absence.

4.3. Regents' Scholarship Criteria--Exemplary Academic Achievement Award.

In order to qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship, the applicant must satisfy all requirements for the base award, and in addition:

4.3.1. Required GPA. The applicant must demonstrate completion of the core course of study or the requirements for an International Baccalaureate Diploma with a cumulative weighted high school GPA of at least 3.5, and no core course grade lower than "B".

4.3.2. Required ACT score. The applicant must submit a verified composite ACT score of at least 26 (or equivalent SAT score).

4.4. Eligible Institutions.

Both the base Regents' Scholarship and the Regents' Exemplary Academic Achievement Scholarship may be used at any public college or university within the Utah System of Higher Education, including the Utah College of Applied Technology; any private, non-profit institution of higher education in the state accredited by the Northwest Association of Schools and Colleges; or a Western Undergraduate Exchange program approved by the Board.

4.5. Enrollment at More than One Institution.

The award may be used at more than one of Utah's eligible institutions within the same semester.

4.6. Student Transfer.

A scholarship may be transferred to a different eligible Utah institution upon request of the student.

#### **R765-603-5. Application Procedures.**

5.1. Application Deadline.

Students must submit a scholarship application by regular mail to the Utah System of Higher Education, or on-line at [www.utahmentor.org](http://www.utahmentor.org) no later than February 1st of their high school senior year. Applications submitted at any time following the student's graduation from high school will not be accepted.

5.2. Required Documentation.

Required documents that must be submitted with a scholarship application include: 1) an official high school paper or electronic transcript, and official college transcript, where applicable, demonstrating all completed courses and GPA; 2) verified ACT or SAT test results; 3) the official application form. Applications that do not include all required documentation will not be considered. Applicants must also submit proof of UBSCT passage, receipt of a regular Utah public or private high school diploma, and final official transcripts, no later than September 1st of the year the applicant's class graduates from high school. Scholarship awards may be revoked if such documentation is not submitted, if such documentation demonstrates that an applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified.

#### **R765-603-6. Amount of Awards and Distribution of Award Funds.**

6.1. Amount and Number of Awards.

6.1.1. Regents' Scholarship--Base Award.

The base scholarship is \$1,000, and, subject to annual appropriations and available funding, will be adjusted annually by the Board in an amount equal the average percentage tuition increase approved by the board for USHE institutions. The base amount of the scholarship, as well as the total number of scholarships awarded, may also be reduced commensurate with annual legislative appropriations and available funding.

6.2.2. Regents' Scholarship--Exemplary Academic Achievement Award.

A student who qualifies for the base award may also be eligible for the Exemplary Academic Achievement award equal in value to 75% of the actual cost of tuition for up to two years of full-time enrollment or until the associate's or bachelor's degree requirements have been met (which ever happens first). If used at an eligible institution not within the Utah System of Higher Education, scholarship funds awarded will equal up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at baccalaureate granting institutions within the Utah System of Higher Education. In addition, the student will receive a Regents' Diploma Endorsement. To retain the Exemplary Academic Achievement Scholarship, the student must

maintain a cumulative postsecondary 3.0 GPA for two consecutive semesters and make reasonable progress toward completion of an associate's or bachelor's degree by enrolling in at least 12 credit hours per semester.

6.2.3. Relationship to New Century Scholarship.

A student who completes the core course of study with a cumulative weighted GPA of 3.0 or better, and no individual core course grade below a "C", as part of his or completion of the requirements of an associate's degree, may be awarded the \$1,000 base award in addition to a New Century Scholarship. A student who completes both the requirements for the Exemplary Academic Achievement award and the New Century Scholarship will only be eligible to receive one of these two-year scholarships.

6.3. Distribution of Award Funds.

6.3.1. Tuition Documentation.

The award recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the number of hours enrolled. The Utah System of Higher Education will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) and the availability of program funding.

6.3.2. Award Payable to Institution.

The scholarship award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds may be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

6.3.3. Added Hours After Award.

The award will be increased up to 75% of the tuition costs of any hours added in the semester after the initial award after the initial award has been made, depending on available funding. The recipient shall submit to the Utah System of Higher Education a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.3.4. Credit Hours Dropped after Award.

If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the Utah System of Higher Education. If a recipient fails to complete a minimum of six semester hours, no award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress.

6.3.5. Reasonable Progress toward Degree Completion.

The Board may cancel an Exemplary Academic Achievement award if the student fails to maintain a cumulative 3.0 GPA for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a degree by enrolling in at least 12 credit hours each semester. Each semester, the recipient must submit to the Board an official transcript verifying his or her grades to demonstrate that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a degree. If a student earns less than a "B" (3.0) GPA in any single semester, the student must earn a "B" (3.0) GPA or better the following semester to maintain eligibility for the scholarship.

6.4. Supplemental Award to Encourage College Savings.

Subject to available funding, a student who qualifies for the base award is eligible to receive up to an additional \$400 in state funds to match funds deposited in a Utah Educational Savings Plan (UESP) account. For each year from the student's 14th to 17th birthday that the student had an active UESP account, the Board may contribute, subject to available funding, up to \$100 (i.e., up to \$400 total for all four years) to the scholarship as a dollar-for-dollar match to the student's UESP account contributions during those years. If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year. Matching funds apply only to contributions, not to transfers, earnings, or interest.

**R765-603-7. Continuing Eligibility.**

7.1. No Awards after Five Years from High School Graduation.

The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

7.2. No Guarantee of Degree Completion.

Neither a base award, nor an Exemplary Academic Achievement award, nor any supplemental UESP award, guarantees that the recipient will complete his or her associate's or baccalaureate program within the recipient's scholarship eligibility period.

**R765-603-8. Leave of Absence.**

8.1. Scholarships Must be Used Within 12 Months of High School Graduation.

A scholarship recipient must enroll full time at an eligible Utah institution of higher education within 12 months of high school graduation unless the recipient seeks, and obtains, an approved leave of absence from the Board.

8.2. Leave of Absence Does Not Extend Time.

An approved leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

**R765-603-9. Scholarship Determinations and Appeals.**

9.1. Scholarship Determinations.

Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee appointed by the



Commissioner of Higher Education, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his or her application, whether the decision is a scholarship award or denial of scholarship.

9.2. Notice of Eligibility for Academic Competitiveness Grant.

Each recipient of the scholarship will be notified in the decision letter that the recipient's satisfactory completion of the scholarship criteria also automatically qualifies the recipient, if he or she is a low-income student eligible for a Pell Grant, for a federal Academic Competitiveness Grant (ACG). The decision letter will include information on how to apply for an ACG through the U.S. Department of Education.

9.3. Appeals.

Applicants may appeal a denial of scholarship award by submitting a written appeal to the Utah System of Higher Education within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

**KEY: regents' scholarship, high school**

**Date of Enactment or Last Substantive Amendment: 2008**

**Authorizing, and Implemented or Interpreted Law: 63G-3-201(2)(b); 63G-3-201(2)(c); 53B-8-108 et seq.**

!-dar--

July 2, 2008

MEMORANDUM

To: State Board of Regents

From: David L. Buhler

Subject: Report on Legislative Higher Education and Applied Technology Governance Task Force

Issue

The Legislative Task Force on Higher Education and Applied Technology Governance has not met since the last Board of Regents meeting; however, they are scheduled to meet on Tuesday, July 15. At the last meeting, the task force leadership requested that representatives of the Board of Regents, UCAT, and Public Education meet together to see if a compromise or consensus could be reached to be brought back to the Task Force at its July 15<sup>th</sup> meeting. Meetings have been held with representatives of Public Education, the Governor's Office, and with other USHE presidents and staff, and a meeting is scheduled for July 3 with representatives of UCAT.

Any additional information will be hand-carried to the meeting, and the Interim Commissioner will provide an oral update.

Commissioner's Recommendation

This is an information item; however, discussion and input from the Regents is welcome. If between now and the Regents' meeting on July 11 there is a formal recommendation for a position by the Board, action may be requested at that time.

---

David L. Buhler, Interim Commissioner

db

July 2, 2008

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on the Governor's 21<sup>st</sup> Century Workforce Initiative —Information Item

Issue

On May 7, 2008, Utah Governor Jon M. Huntsman, Jr., announced the formation of a new "21<sup>st</sup> Century Workforce Committee" to help him develop state policy on Utah's future workforce needs and the best ways to address such needs. The 17-member steering committee includes several public and higher education leaders, including President Michael Young, Interim Commissioner David L. Buhler, and State Superintendent Patti Harrington. Because the steering committee's work may have significant implications for the programs and directions of USHE institutions, the Office of the Commissioner will provide regular updates to the Board on the steering committee's work and progress.

Background

The steering committee met for the first time on May 7, 2008, and was presented with a challenge which in part stated: "Utah enjoys the nation's best economy and highest quality of life. To build upon these strengths and assure a competitive edge for generations, we must examine ways to improve, enhance, and redesign our education and training system so it can prepare our citizens with the most competent, creative, and innovative skills on the planet. . . . We must prepare knowledge workers who can adapt quickly to changing markets, rather than assembly line workers, to compete and thrive in this new economic paradigm."

Members of the steering committee also learned about the steering committee's four objectives, which are:

- Significantly improve our state's capacity to compete for high-paying jobs in the highest growth occupations and industries on a global basis.
- Identify and improve competencies existing workers need to compete and bring sustainable long-term economic development to our state.
- Design and execute systemic changes that improve measurable outcomes.
- Establish an effective change process for realizing our common interests.

The first of four week-long "SMART" sessions was held the week of June 16-20, 2008, with a focus on finance and governance issues in public education (local school districts and Utah State Board of Education), higher education (Board of Regents and institutional boards of trustees), and the Department of Workforce Services. Those in attendance representing higher education included: Regent Nolan Karras, Regent Meghan Holbrook, Associate Commissioner Mark Spencer, Assistant Commissioner Dave Doty, Assistant Commissioner Kimberly Henrie, SLCC Vice President Mason Bishop, WSU Vice President Brad Mortensen, and USU Trustee Suzanne Pierce-Moore.

After a full day of training on "Lean" and "Six Sigma" principles, which are business tools used to identify and eliminate waste and inefficiencies in the production process, participants spent the remainder of the week working to identify possible ways to streamline and improve the finance and governance systems of their respective agencies in ways that would improve workforce development for the state. A summary of the first week's activities and conclusions is attached.

Three more sessions will be held, as follows. The next session, July 14-18, 2008, will be held at the Board of Regents Building.

- July 14-18, 2008: Management systems, teacher recruitment, attrition, assessment, and compensation
- August 18-22, 2008: Adult literacy/competency development in the workforce and economic development
- September 15-19, 2008: Early childhood education and education assessment/curriculum development

The steering committee has been charged with identifying legislative priorities by September 22, 2008, and with making a final project report, including key recommendations, by December 1, 2008.

#### Commissioner's Recommendation

This item is for information only and requires no action.

---

David L. Buhler  
Interim Commissioner of Higher Education

DLB:dsd  
Attachment

SMART Session 1: Organizational Alignment and Finance  
Key Messages and Talking Points  
June 20, 2008

**A. Definition of the Initiative**

**This is a long-term, open process.**

The 21<sup>st</sup> Century Workforce Initiative is a long-term process to ensure the competitiveness of Utah's workforce in an increasingly connected, dynamic global economy. Commissioned by Governor Jon Huntsman, Jr., the effort is led by Utah's education and business communities. The process will result in recommendations and project plans the Governor will consider in his legislative and policy proposals.

**Community involvement is vital.**

Participants in this process include a steering committee appointed by the Governor, education and business leaders involved in formal working sessions, citizens and communities throughout the state providing input through forums, town hall meetings and other venues, and state agencies and the Utah Legislature.

**B. The SMART Session Process**

**Discussions and recommendations are preliminary and will evolve.**

During the summer of 2008, participants in four SMART (stakeholder-focused, measure and data-driven, action-oriented, responsive to customers, and time-bounded) sessions are developing ideas and options that will evolve into a summary report of overall recommendations to the Governor in September. The sessions will focus on the following areas:

- June: Organizational Alignment and Finance
- July: Management systems, teacher recruitment, attrition, assessment and compensation
- August: Adult literacy/competency development in the workforce/economic development
- September: Early childhood education and education assessment/curriculum development

**C. Session 1: Summary Results**

At the highest level, the results of session 1 are the following recommendations:

1. Establish a **state-wide strategic plan** and **simplified governance structure** for Utah's workforce development
2. Create a **unified budget** for education and workforce and **simplify funding processes**

**D. Session 1: Detailed Results**

Session 1 resulted in the following recommendations for study and consideration throughout the process of the 21st Century Workforce Initiative:

- Establish a long-term, **state-wide strategic plan** to ensure the global competitiveness of Utah's workforce
  - Create a governance structure capable of focusing on driving toward specific outcomes that will ensure a globally competitive workforce
  - Achieve agreement on common data and shared data infrastructure, align this with a unified budget process, and build a data system to monitor progress toward plan outcomes
  - Institute a core curriculum and career pathways to enable students to compete in a 21<sup>st</sup> Century global environment
  - Include career counseling and early childhood education as integral parts of the plan
- Create a single, **aligned budget** for specific education and workforce investment strategies and **simplified funding processes** to support that budget
  - Facilitate proactive budget planning tied to expected education and workforce outcomes
  - Allocate funding on the basis of progress toward outcomes in the state's workforce plan
  - Identify waste and cost-saving opportunities and reallocate resources accordingly
  - Monitor outcomes and manage workforce investment funding accordingly

July 2, 2008

**MEMORANDUM**

TO: State Board of Regents

FROM: David L. Buhler, Interim Commissioner

SUBJECT: Engineering, Computer Science and Technology 2008-2009 Funding Recommendation from the Technology Initiative Advisory Board - Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to increase the number of students graduating from engineering, computer science, and related technology programs. During the last seven years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in these areas within the Utah System.

The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment. The TIAB considered the current needs of the Engineering and Computer Science programs at USHE institutions, and is now ready to make a recommendation concerning the 2008-09 funding.

Background

The goal of the Engineering and Computer Science Initiative has been to increase the number of engineering and computer science graduates in the State of Utah. Based on the assessment by the

industry oversight committee, the Engineering Initiative has been one of the most successful legislative efforts of the past decade. With equal participation among industry, higher education and the state, the Initiative has proven to be a model program with strong accountability and demonstrable results. A modest investment of State dollars has made a significant difference for Utah.

- In 2007, 1183 engineering degrees were awarded compared with 862 in 2000.
- In 2007, 579 computer science degrees were awarded compared with 482 in 2000.

The following table gives a summary of the funding between 2002 and 2009

| Engineering and Computer Science Initiative<br>Funding History<br>2002-2009 |                     |                     |                   |
|-----------------------------------------------------------------------------|---------------------|---------------------|-------------------|
| Year                                                                        | Funds Appropriated  |                     |                   |
|                                                                             | Ongoing             | One time            | Loan Forgiveness  |
| 2002                                                                        | \$ 1,000,000        | \$ 2,500,000        | \$ 500,000        |
| 2003                                                                        | \$ 2,000,000        | \$ 1,000,000        | \$ 0              |
| 2004                                                                        | \$ 500,000          | \$ 0                | \$ 50,000         |
| 2005                                                                        | \$ 500,000          | \$ 500,000          | \$ 0              |
| 2006                                                                        | \$ 1,500,000        | \$ 500,000          | \$ 0              |
| 2007                                                                        | \$ 500,000          | \$ 700,000          | \$ 0              |
| 2008                                                                        | \$3,000,000         | \$2,000,000         | \$ 0              |
| 2009                                                                        | \$ 0                | \$250,000           | \$ 0              |
| <b>Total</b>                                                                | <b>\$ 9,000,000</b> | <b>\$ 7,450,000</b> | <b>\$ 550,000</b> |

With the State's economy on the rise, the demand for engineers and computer scientists has reached unprecedented levels. Preliminary survey results from approximately 42 companies representing a combined workforce of over 3900 engineers revealed over 433 current openings with 575 projected for the next 12 months. Several of these companies are experiencing constraints to business growth due to the lack of qualified workers.

For the coming year, 2008-2009, the Legislature has appropriated \$250,000 in one-time funds for the initiative. In determining the recommended distribution of these funds, the TIAB discussed the current success of the initiative and the continued needs of each institution. The TIAB decided to focus on outreach, recruiting and/or retention with the funds available for this year. Each institution was asked to submit a request for funds focused in these areas. Weber State University chose not to submit a request since they had received funds for an Engineering initiative directly from the legislature. After considering the requests from the institutions, the TIAB is recommending that the funds for 2008-2009 be distributed as follows:

| USHE Engineering and Computer Science Initiative<br>Funding Distribution |         |
|--------------------------------------------------------------------------|---------|
|                                                                          | 2008-09 |

|                             | Ongoing     | One Time          |
|-----------------------------|-------------|-------------------|
| University of Utah          | \$ 0        | \$ 46,000         |
| Utah State University       | \$ 0        | \$ 45,000         |
| Weber State University      | \$ 0        | \$ 0              |
| Southern Utah University    | \$ 0        | \$ 31,000         |
| Snow College                | \$ 0        | \$ 15,000         |
| Dixie State College         | \$ 0        | \$ 25,000         |
| College of Eastern Utah     | \$ 0        | \$ 26,000         |
| Utah Valley State College   | \$ 0        | \$ 32,000         |
| Salt Lake Community College | \$ 0        | \$ 30,000         |
| <b>TOTAL</b>                | <b>\$ 0</b> | <b>\$ 250,000</b> |

The TIAB recommends that the prior funds appropriated for the Loan Forgiveness Program be administered as it has in the past.

John Sutherland, Chair of the TIAB, will make a presentation at the July 11, 2008 Regents meeting, and will be available to answer questions.

#### Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. The Commissioner supports the TIAB recommendations.

---

David L. Buhler, Interim Commissioner

DLB:GW  
Attachment



## Attachment

### Key provision of SB61:

1. Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
2. Directing the Board to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases (\$2.5 million).
4. Establishing a student loan and loan forgiveness program to encourage enrollment in programs included in the Initiative.
5. Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
6. Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

### Members of the Technology Advisory Committee

|                          |                              |
|--------------------------|------------------------------|
| John Sutherland (Chair)  | Cemaphore Systems            |
| Susan Johnson (Co-Chair) | Futura Industries            |
| Richard Anderson         | Hewlett Packard, Retired     |
| Reed Brown               | Matchbin, Inc.               |
| Roland Christensen       | Applied Composite Technology |
| D. Mark Durcan           | Micron Technology            |
| Ed Edstrom               | vSpring                      |
| Dave Moon                | EsNet                        |
| Chuck Taylor             | Metalcraft Technologies      |
| J. Howard VanBoerum      | VanBoerum & Frank            |

July 2, 2008

MEMORANDUM

To: State Board of Regents  
From: David L. Buhler  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held May 30, 2008, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals
  - 1. University of Utah – U.S. Department of Energy; "Chemical Looping CLOU"; \$2,247,499. Kevin J. Whitty, Principal Investigator.
  - 2. University of Utah – Kinetic Concepts, Inc.; "Microtube Pressure Sensor"; \$1,133,515. Feng Liu, Principal Investigator.
  - 3. University of Utah -- National Institutes of Health/National Institute on Drug Abuse; "Medications Development"; \$3,557,300. David E. Moody, Principal Investigator.
  - 4. University of Utah – National Institutes of Health; "Microarray Surface Analysis"; \$1,464,680. David W. Grainger, Principal Investigator.
  - 5. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; "Structure/Function of Muscle"; \$1,881,250. Mary C. Beckerle, Principal Investigator.
  - 6. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Limb Grant"; \$2,031,915.
  - 7. University of Utah – National Institutes of Health; "Intraceptor"; \$1,736,407. Balamurali Krishna Ambati, Principal Investigator.
  - 8. University of Utah – Colorado State University; "Therapies for Biodefense"; \$1,598,055. Dean Y. Li, Principal Investigator.

9. University of Utah – National Highway Traffic; "Codes"; \$1,371,995. J. Michael Dean, Principal Investigator.
10. University of Utah – National Institutes of Health/National Institute of Diabetes; "SHP Regulation"; \$1,316,875. Li Wang, Principal Investigator.
11. University of Utah – Substance Abuse & Mental Health; "U-SBIRT"; \$1,875,000. Elizabeth Howell, Principal Investigator.
12. University of Utah – Children's Hospital Boston; "Anatomy Data for Child Defib"; \$2,030,258. Robert S. MacLeod, Principal Investigator.
13. University of Utah – Defense Advanced Research; "Hybrid Heat Sink"; \$3,423,053. Florian Solzbacher, Principal Investigator.
14. University of Utah – American Iron and Steel; "Suspension Iron-making Technology"; \$2,493,078. Hong Yong Sohn, Principal Investigator.
15. University of Utah – National Institutes of Health; "CBI Training Grant"; \$1,564,370. Cynthia Burrows, Principal Investigator.
16. University of Utah – National Institutes of Health; "A Non-Invasive Spectroscopic..."; \$1,430,000. John C. Conboy, Principal Investigator.
16. University of Utah – National Institutes of Health; "Mechanism Flagellar Secretion"; \$1,354,500. David F. Blair, Principal Investigator.
17. University of Utah – National Institutes of Health/National Cancer Institute; "Mooney-Enhanceend-05'08"; \$5,097,216. B. Kathleen Mooney, Principal Investigator.
18. University of Utah – U.S. Department of Defense; "Health Yotta Grid"; \$2,741,272. Adishesu Venkata Gundlapalli, Principal Investigator.
19. University of Utah – National Institutes of Health; "Nassir Marrouche DP2"; \$2,257,500. Richard Elliot Kanner, Principal Investigator.
20. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "Mitochondrial Function"; \$1,881,250. Jared P. Rutter, Principal Investigator.
21. Utah State University – Utah State Department of Health; "Up to 3 Early Intervention"; \$1,248,001. Susan Olsen, Principal Investigator.

22. Utah State University – Goodrich Corporation; "Goodrich Ground Station for DB-110 Reconnaissance System"; \$5,207,190. Niel Holt, Principal Investigator.
23. Utah State University – National Science Foundation; "Cubesat Measurements of Ion and Neutral Dynamics"; \$1,196,594. Chad Fish, Principal Investigator.

C. Grant Awards

1. University of Utah – Department of Energy/Lawrence Livermore National Laboratory; "Center for Simulation of Accidental Fires & Explosions"; \$2,598,312. David W. Pershing, Principal Investigator.
2. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of medicine (NL/LM) Service"; \$1,399,864. Joan Stoddart, Principal Investigator.
3. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Methamphetamine and Cocaine"; \$1,003,186. James W. Gibb, Principal Investigator.
4. University of Utah – Army Medical Research Acquisition; "Attacking Breast Cancer"; \$3,758,542. Alana Lee Welm, Principal Investigator.
5. University of Utah – National Institutes of Health/National Center for Research; "General Clinical Research Center"; \$2,739,209. A. Lorris Betz, Principal Investigator.
6. Utah State University – U.S. Department of Defense/Missile Defense Agency; "Third-Generation Infrared Surveillance Risk Reduction Program (3GIRS-RR) Science Applications International Corporation (SAIC) Sensor Calibration;" \$1,600,000. Dean Wada, Principal Investigator.
7. Utah State University – U.S. Naval Research Laboratory; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0001"; \$3,921,947. Niel Holt, Principal Investigator.

---

David L. Buhler, Interim Commissioner

STATE BOARD OF REGENTS MEETING  
MAY 30, 2008  
REGENTS' OFFICES, SALT LAKE CITY, UTAH

Contents of Minutes

|                                                                                                                                                            |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Roll Call .....                                                                                                                                            | 1 |
| COMMITTEE OF THE WHOLE                                                                                                                                     |   |
| Introductions                                                                                                                                              |   |
| Assistant Commissioner Spencer Jenkins                                                                                                                     |   |
| Basim Motiwala, 2008-2009 Student Regent                                                                                                                   |   |
| CEU Interim President Mike King                                                                                                                            |   |
| Election of Officers .....                                                                                                                                 | 3 |
| Jed H. Pitcher, Chair                                                                                                                                      |   |
| Bonnie Jean Beesley, Vice Chair                                                                                                                            |   |
| Resolutions of Recognition .....                                                                                                                           | 4 |
| Regent Amy Engh                                                                                                                                            |   |
| Regent James S. Jardine                                                                                                                                    |   |
| Regent Sara V. Sinclair                                                                                                                                    |   |
| President Ryan L. Thomas                                                                                                                                   |   |
| Reports of Board Committees                                                                                                                                |   |
| <u>Programs Committee</u>                                                                                                                                  |   |
| Utah State University – Master of Music Degree with Specialization in Piano<br>Performance and Pedagogy .....                                              | 4 |
| Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in<br>Classical Acting, Theatre Design and Technology, and Musical Theatre ..... | 4 |
| Southern Utah University – Bachelor of Music Degree with Emphases in<br>Instrumental Performance, Piano Pedagogy, and Vocal Performance .....              | 4 |
| Revision to Regents' Policy R312, <i>Configuration of the Utah System of Higher<br/>            Education and Institutional Missions and Roles</i> .....   | 5 |
| Consent Calendar, Programs Committee .....                                                                                                                 | 5 |
| University of Utah – Discontinuance of the B.S. Degree in Physical Therapy                                                                                 |   |
| Utah State University – B.S. in Economics Degree in China                                                                                                  |   |
| Weber State University – Linguistics Minor                                                                                                                 |   |
| Southern Utah University – Discontinued Minors                                                                                                             |   |
| Utah Valley State College – Cinema Studies Minor                                                                                                           |   |
| Utah State University – Restructure of Elementary and Secondary Education into<br>New Unit .....                                                           | 5 |
| Southern Utah University – Discontinued Emphases and Name Changes .....                                                                                    | 5 |
| Dixie State College – Program Reviews .....                                                                                                                | 5 |
| Utah Valley State College – Name Changes .....                                                                                                             | 5 |

## Finance Committee

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| Presidential Salaries for 2008-2009 .....                                                             | 5 |
| Utah Valley State College – Property Purchase .....                                                   | 6 |
| Consent Calendar, Finance Committee .....                                                             | 6 |
| UofU and USU – Capital Facilities Delegation Reports                                                  |   |
| Utah State University – Purchase of Property Adjacent to Tooele Campus                                |   |
| Utah State University – Sale of Leasehold Interest in Buildings - Innovation Campus                   |   |
| Prison Education Programs                                                                             |   |
| Amendments to Policy R926, <i>Acceptable Use of Office-Owned IT Resources</i>                         |   |
| Amendments to Policy R992, <i>Information and Technology Resource Security</i>                        |   |
| Preview of Upcoming Issues .....                                                                      | 6 |
| UHEAA – Student Loan Update .....                                                                     | 6 |
| Southern Utah University – Food Service Outsourcing Agreement .....                                   | 6 |
| Southern Utah University – Update on Financing Plan for Residence Hall Replacement,<br>Phase II ..... | 6 |

## Strategic Planning Committee

|                                                                                               |   |
|-----------------------------------------------------------------------------------------------|---|
| Amendments to Policy R512, <i>Determination of Resident Status</i> .....                      | 6 |
| Policy R609, <i>Regents' Scholarships</i> .....                                               | 7 |
| Campus Retention Plan Reports – Weber State University and Utah State University ....         | 7 |
| Report on the Education Systems for the 21 <sup>st</sup> Century Legislative Task Force ..... | 7 |
| Report on the Governor's Globally Competitive Workforce Steering Committee .....              | 8 |
| Report of Regents' Strategic Planning Working Group .....                                     | 8 |

|                                  |    |
|----------------------------------|----|
| General Consent Calendar .....   | 9  |
| Report of the Commissioner ..... | 9  |
| Report of the Chair .....        | 10 |
| Adjournment .....                | 10 |

STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
MAY 30, 2008

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Janet A. Cannon  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
David J. Jordan  
Nolan E. Karras  
Anthony W. Morgan  
Josh M. Reid  
John H. Zenger

Regents Excused

Patti Harrington  
Marlon O. Snow

Office of the Commissioner

David L. Buhler, Interim Commissioner  
Carrie Beckman, Policy and Special Projects Coordinator  
Joyce Cottrell, Executive Secretary  
Troy Caserta, Accounting Officer  
Jeffrey Christensen, Intern  
Matthew Clark, Intern  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Harden Eyring, Human Resources Director  
Kimberly Henrie, Assistant Commissioner for Budget and Finance  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Melissa Miller Kinkart, Associate Director, Utah Scholars  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Kelly Stowell, Director, Utah Student Association  
Michele Vincent, Administrative Specialist, Finance and Facilities  
Lynne Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Chuck Wight, Associate Vice President for Academic Affairs and Undergraduate Studies

Basim Motiwala, Student Body Officer

Utah State University

Raymond T. Coward, Executive Vice President and Provost  
Steven Hanks, Associate Professor, Management and Human Resources  
Fred R. Hunsaker, Interim Vice President for Business and Finance  
Michelle B. Larson, Assistant Provost  
Sydney M. Peterson, Chief of Staff/Secretary to the Board of Trustees

Weber State University

F. Ann Millner, President  
Michael Vaughan, Provost

Southern Utah University

Michael T. Benson, President  
Rodney Decker, Interim Provost  
Donna Eddleman, Vice President  
Stuart Jones, Vice President for Advancement  
Lee Montgomery, Associate Provost for Undergraduate Studies  
Gregory Stauffer, Chief of Staff

Snow College

Scott L. Wyatt, President  
Marvin Dodge, Vice President for Administrative Services

Dixie State College

Stephen D. Nadauld, Interim President  
Louise Excell, Accreditation Liaison Officer  
Stanley J. Plewe, Vice President of College Services  
Shandon Gubler, Chair, Board of Trustees

College of Eastern Utah

Mike King, Interim President  
Brad King, Vice President of Student Services  
Kevin Walthers, Vice President

Utah Valley State College

William A. Sederburg, President  
Val Hale, Vice President for Institutional Advancement and Marketing  
Linda Makin, Director of Budgets  
Val Peterson, Vice President of Administration and External Affairs  
Joseph Watkins, Student  
J. Karl Worthington, Associate Vice President for Academic Affairs



Salt Lake Community College

Cynthia A. Brems, President  
Dennis Klaus, Vice President of Administrative Services  
Andrew Nelson, Student  
Mason M. Bishop, Vice President of Institutional Advancement

Utah College of Applied Technology

Richard L. White, President  
Brian Foisy, Vice President for Administrative Services

Representatives of the Media

Wendy Leonard, *Deseret News*  
Elizabeth Miller, *Salt Lake Tribune*

Other Guests

Steven Allred, Office of the Legislative Fiscal Analyst  
Brian Baker, Zions Bank  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following meetings of Board committees, the Regents convened in Committee of the Whole at 9:45 a.m. Chair Jed Pitcher welcomed everyone and excused Regents Patti Harrington and Marlon Snow. He announced that Regent Josh Reid would be moving to Las Vegas and would resign his appointment on the Board, effective July 31, 2008. He will be missed.

Recognitions. Chair Pitcher noted a dinner had been held the previous evening to honor outgoing Regents **Amy Engh, Jim Jardine, Sara Sinclair** and CEU President **Ryan Thomas**. He thanked Joyce Cottrell for planning and coordinating the event. Chair Pitcher introduced **Spencer Jenkins**, the new Assistant for Public Affairs, and **Basim Motiwala**, who will be the Student Regent for 2008-2009. He also recognized Joseph Watkins from UVSC and Andrew Nielsen from SLCC, student body officers at their respective institutions. Chair Pitcher recognized **Mike King** and welcomed him to his first meeting as Interim President of the College of Eastern Utah.

Officer Elections

Chair Pitcher recognized Regent Meghan Holbrook and asked her to present the report of the Nominating Committee. On behalf of Regents Katharine Garff and Marlon Snow, **Regent Holbrook moved the reappointment of Jed H. Pitcher as Chairman and Bonnie Jean Beesley as Vice Chairman of the State Board of Regents. Regent Garff seconded the motion, which was adopted unanimously.** Chair Pitcher thanked the Regents for their support and pledged to do his best.

Resolutions

Resolutions were included in the Regents' folders for Regent James S. Jardine, Regent Amy Engh, Regent Sara V. Sinclair and President Ryan Thomas. **Regent Holbrook moved the adoption of the Resolutions of Appreciation. The motion was seconded and adopted unanimously.** Vice Chair Beesley presented the resolutions to Regent Jardine, Regent Engh, and President and to Vice President Hunsaker for delivery to Regent Sinclair.

#### Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee – Regent Katharine B. Garff, Chair

Utah State University – Master of Music Degree with Specialization in Piano Performance and Pedagogy (Tab A). Chair Garff commended University officials for their excellent music programs. USU's undergraduate piano performance program has earned an international reputation. The proposed program will integrate instruction in piano pedagogy with high-level piano performance and will also prepare students for admission into a doctoral program or for a professional career in music. Faculty and funding will come from the Department of Music; no additional faculty, staff or facilities will be needed during the first five years of the program. **Chair Garff moved approval of USU's Master of Music Degree with Specialization in Piano Performance and Pedagogy, effective Fall 2008. Vice Chair Beesley seconded the motion, which was adopted unanimously.**

Southern Utah University – Bachelor of Fine Arts in Theatre with Emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre (Tab B). Chair Garff reported the proposed program would integrate existing programs into the multidisciplinary emphases. This will increase student opportunities for participation in the Utah Shakespearean Festival. The BFA degree will give students an opportunity to further their training in preparation for a professional career and for graduate studies in Theatre. Southern Utah University has obtained national accreditation status with the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Arts and Design, and has initiated the accreditation process through the National Association of Schools of Theatre. SUU is the only USHE institution to have obtained accreditation with this many arts agencies recognized by the U.S. Department of Education. **Chair Garff moved approval of SUU's Bachelor of Fine Arts in Theatre with emphases in Classical Acting, Theatre Design and Technology, and Musical Theatre, effective Fall 2008. Regent Zenger seconded the motion, which was adopted unanimously.**

Southern Utah University – Bachelor of Music Degree with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance (Tab C). SUU currently offers a Bachelor of Arts in Performance and a Bachelor of Science in Music Education, both of which are liberal arts degrees and suitable for the generalist. By adding a Bachelor of Music program, which is a professional degree, the school's liberal arts focus will be strengthened. The proposed degree fits with SUU's mission and the consultants' reports on programs that should be offered in the region, based on the strengths of the institution. **Chair Garff moved approval of SUU's Bachelor of Music Degree with Emphases in Instrumental Performance, Piano Pedagogy, and Vocal Performance, effective Fall 2008. Regent Cespedes seconded the motion, and it was adopted unanimously.**

Proposed Revision to Regents' Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (Tab D). Chair Garff asked Commissioner Buhler to comment. Commissioner Buhler said obtaining university status had long been a goal for UVSC. He congratulated President Sederburg, his staff and administration, and the Legislature for following the right process and getting the funding before university

status was awarded. President Sederburg said the school was having a celebration on June 30 and July 1 to mark the occasion; he invited everyone to attend the various events. He thanked the Commissioner and Regents for their support in this great collaborative experience. Chair Garff said President Sederburg had mentioned in committee that he was giving out 3000 UVU flags to the community. She recommended other presidents have a flag campaign for their respective communities. **Chair Garff moved approval of the revision to Policy R312 to change the classification of Utah Valley State College, change the institution's name to Utah Valley University, effective July 1, 2008, and to incorporate UVU's new mission statement into the policy. Regent Engh seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab E). Chair Garff commented briefly on each item and commended the presidents for the number of interdisciplinary programs. **On motion by Chair Garff and a second by Regent Reid, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Discontinuance of the Bachelor of Science degree in Physical Therapy
- B. Utah State University – Bachelor of Science in Economics degree in China
- C. Weber State University – Linguistics Minor
- D. Southern Utah University – Discontinued Minors
- E. Utah Valley State College – Cinema Studies Minor

Chair Garff said the committee had asked the Chief Academic Officers to discuss the relevance of minors in general.

Utah State University – Restructure of Elementary and Secondary Education into New Unit (Tab F), Southern Utah University – Discontinued Emphases and Name Changes (Tab G), Dixie State College – Program Reviews (Tab H), and Utah Valley State College – Name Changes (Tab I). Chair Garff said these reports were for information only and required no action. She reported UVSC's proposal for a School of Computing and Engineering would be held for further consideration following the consultants' engineering study.

Chair Pitcher thanked Chair Garff for her excellent report.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

Proposed Presidential Salaries for 2008-2009 (Tab J). Chair Atkin referred to Replacement Tab J in the Regents' folders. He briefly explained the process for making the recommendations shown. The Regents' objective is to put the presidents at 90 percent of their peer salary. The Compensation Committee took several factors into consideration, including faculty and staff at the institutions, internal equity, etc. They recognized that some minor adjustment takes place as Regents recruit new presidents. **Chair Atkin moved approval of the proposed salaries for USHE Presidents and the Commissioner for 2008-2009, effective July 1, 2008, with a follow-up look at the peer comparisons and what would be necessary to get to the 90 percent level. Regent Jardine seconded the motion, which was adopted unanimously.**

Utah Valley State College – Property Purchase (Tab K). Chair Atkin reported the committee had reviewed the proposed purchase and recommended approval. The Murdock property is adjacent to the UVSC campus and consists of 2.83 acres with four buildings. Appraised value was \$2,545,000. The college proposed to purchase the property for \$2,530,000. Funds will come from a loan from the UVSC Foundation of \$2,100,000 and institutional contingency funds of \$430,000. The proposed loan would be for 15 years at 6 percent interest. The property will

serve as a hosting and reception area and office space for the UVSC Advancement Department and Alumni Relations. **Chair Atkin moved approval of UVSC's purchase of the Murdock property for \$2,530,000. Regent Morgan seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab L). **On motion by Chair Atkin and a second by Regent Morgan, 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. Utah State University – Purchase of Property Adjacent to Tooele Campus
- C. Utah State University – Sale of Leasehold Interest in Buildings at Innovation Campus
- D. USHE – Prison Education Programs
- E. USHE – Amendments to Policy R926, *Acceptable Use of Office-owned IT Resources*
- F. USHE – Amendments to Policy R992, *Information and Technology Resource Security*

**Chair Atkin said the committee had recommended future capital delegation reports be approved by the institutional boards of trustees rather than by the Board of Regents. Chair Pitcher directed the staff to make this change.**

Preview of Upcoming Issues (Tab M). Chair Atkin said this report had been provided for information only, to alert Regents to some of the issues that would be coming before them in the next few months.

UHEAA – Student Loan Update (Tab N). Chair Atkin asked Dave Feitz, UHEAA Executive Director, to report. Mr. Feitz assured the Regents that the recent action taken at the federal level would enable UHEAA to continue to make loans to the students this fall. In early May, President George W. Bush signed into law a bipartisan bill empowering the U.S. Secretary of Education to put forth a stabilizing plan for student loans for the coming year. This has been done. The Secretary's plan includes a commitment to make student loan capital available and to buy student loans as a secondary market of last resort. If the details of the Secretary's plan are workable, UHEAA intends to make loans to all eligible students attending any eligible institution. The Secretary's plan provides one year of stability with the hope that capital markets for student loans improve.

Southern Utah University – Food Service Outsourcing Agreement (Tab O) and Southern Utah University – Information Update on Plan of Financing for Residence Hall Replacement, Phase II (Tab P). Chair Atkin said these reports were for information only and required no approval.

Chair Pitcher thanked Chair Atkin for his report.

Strategic Planning and Communication Committee – Regent James S. Jardine, Chair

Amendments to Policy R512, *Determination of Resident Status* (Tab Q). Chair Jardine said amendments were made to the policy last year for a transitional period, consistent with the new statutory language; the proposed amendments make the policy revert back to the former residency requirements. The campus residency officers met to discuss issues and concerns that had arisen during the 2007-2008 academic year and to discuss amendments necessary to ensure accurate and consistent implementation across USHE institutions. The proposed amendments were based on feedback received at that meeting. **Chair Atkin moved approval of the proposed amendments to Policy R512. Vice Chair Holbrook seconded the motion, which carried unanimously.**

Regents' Policy R609, *Regents' Scholarship* (Tab R). Chair Jardine pointed out this policy was proposed to comply with the action taken by the 2008 Legislature to create a Regents' Scholarship program (S.B. 180). He noted that there were two parts to the Regents' Scholarship, both of which are tied to completion of the Utah Scholars core course of study. Students who complete the Utah Scholars core with a 3.0 GPA or better qualify for a base \$1000 scholarship award. Students who complete the Utah Scholars core with a 3.5 GPA or higher and a 2.6 on the ACT qualify for an Exemplary Academic Achievement Award, which provides 75 percent of tuition for two years at a Utah higher education institution. Actual experience will likely show that adjustments will need to be made from time to time. Assistant Commissioner Doty will note the specific exceptions requested and come back to the Board with recommendations. Staff was directed not to exclude people this scholarship was intended to help by limiting the criteria unduly. Dr. Doty said another area of concern is the foreign language requirement. Some students take a foreign language in the 8<sup>th</sup> grade; staff will look at that criteria as well. He thanked Melissa Miller Kincart and Carrie Beckman for their massive effort with this program. He also thanked the Legislature for enabling this scholarship program. Chair Jardine said the Regents do not expect this program to stack onto the New Century Scholarship. Regent Holbrook expressed appreciation to Senator Lyle Hillyard for carrying the bill during the 2008 Legislative General Session. Regent Karras requested assurance that the rigor of curriculum would not be diluted. Chair Jardine said the committee had agreed unanimously on that point. **Chair Jardine moved approval of Regents' Policy 609, *Regents' Scholarship*. The motion was seconded by Regent Holbrook and adopted unanimously.**

Campus Retention Plan Reports – Weber State University and Utah State University (Tab S). Chair Jardine noted the committee had asked institutions to report last year on their efforts to provide more experiences to promote diversity on campus. This year, the Regents' emphasis is on retention. The first retention reports were given at this meeting by officials from Weber State University and Utah State University. Both institutions gave excellent reports, which provoked a thoughtful discussion. The committee concluded that reasons for lack of retention must be identified. WSU officials pointed out they test incoming freshmen to make sure students are not placed in a class where they are set up to fail. The committee invited recommendations from the institutions and from the Regents. Chair Jardine complimented the two institutions for their efforts. An interesting fact that came out in the two reports was that only 30 percent of high school seniors had submitted an application for school next fall. Many just show up the day before school starts. Regent Cespedes asked if data was being collected. Chair Jardine responded that groups are being identified and targeted for enrollment and retention.

Report on the Education Systems for the 21<sup>st</sup> Century Legislative Task Force (Tab T). Commissioner Buhler reported that the UCAT Board of Trustees had proposed a change in UCAT's mission. They would like to be able to offer credit and also to form their own board and not be under the governance of the Board of Regents. In its most recent meeting, the Task Force charged the Commissioner, President White and both boards to come up with an acceptable solution. Regent Jordan pointed out the Regents had always drawn a line regarding credit for UCAT institutions. Commissioner Buhler said he was optimistic about finding a solution with which both boards can agree. The common goal is to ensure that students have opportunities to get credit if they desire credit and to get the training necessary to enable them to get a job that will support them.

Report on the Governor's Globally Competitive Workforce Steering Committee (Tab U). Chair Jardine asked Presidents Millner and Sederburg to report on the Higher Education and Economic Development Summit they had coordinated the previous day. President Millner said President Sederburg wanted to get the presidents together to discuss the best way to address best practices in meeting economic workforce needs in their respective communities. A summit was held and keynote speakers shared their experiences of engaging in the process of

advancing economic possibility. There was general agreement that the institutions need to be engaged with the other stakeholders in advancing a statewide strategy for advancing economic development and possibility. She expressed appreciation to Regent Holbrook for her attendance at the meeting.

President Bioteau said in some states, higher education institutions are integral to economic development. The presidents decided to be pro-active in taking leadership to engage stakeholders around clusters, based on regions and institutions, to discuss issues of economic development and industry. The summit earlier this week was only the beginning.

President Sederburg reported the themes which emerged were: (1) the need to listen to what the state needs and to offer to partner in meeting those needs, and (2) the need to break down barriers and work collectively. President Benson said the presidents would like to make a presentation to the Regents at a future Board meeting. Much progress has been made. All institutions were very supportive of USTAR. President Sederburg apologized to the Regents for the late notice in letting them know of the summit.

Report of Regents' Strategic Planning Working Group (Tab V). Regent Morgan reported on behalf of Regent Zenger and former Commissioner Kendell. The group is moving on to the second phase of the plan and the appointment of working groups. There has been some discussion about whether the Governor's Task Force pre-empted one of the focus groups. The first theme identified by the group was the need to invest in human capital and economic development. Regent Morgan commended the Presidents for their efforts in this regard. Regent Holbrook remarked that synchronicity was taking place with economic development. Regent Morgan said the group had set a very aggressive timeline and had recommended that appointments be made in June, with a report to the Board in October and a final report in November.

Regent Morgan said there was some controversy about the adequacy of state demographic projections. Pam Perlich is working with the Governor's Office so that data on enrollment projections will be accurate. President Millner recommended including appropriate stakeholders in those discussions.

Regent Karras pointed out the assignments would require great time and effort by the Commissioner's staff. Commissioner Buhler said he had a great staff, but it will be a busy summer. Staff will be used as necessary to fill the Regents' needs. He anticipated hiring a Director of Institutional Research shortly. Regent Karras recommended hiring some interns and/or getting help from the institutions to gather and analyze the data.

Regent Jardine reflected that he had given his copy of the 1986 State Board of Regents Master Plan to Regent Morgan, who was the original owner of the manual.

Chair Pitcher thanked Chair Jardine for all of his efforts during his 12-year term as a Regent and the many years before that as a member and chair of the University of Utah Board of Trustees. Regent Jardine will be greatly missed.

**On motion by Regent Atkin and a second by Regent Morgan, the following items were approved on the Regents' General Consent Calendar (Tab W):**

- A. Minutes – Minutes of the Regular Board Meeting held April 18, 2008, 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 – U.S. Department of the Army, Office of Chief of Engineers; "Precision Weapons Platform (PWP) for an Autonomous Rotorcraft Sniper System (ARSS)"; \$1,012,000. Duane Hill, Principal Investigator.

#### Report of the Commissioner

Commissioner Buhler noted President Young was in Japan as a guest of the Ministry of Trade and Industry. He was invited to be a featured speaker on American higher education. President Albrecht was a guest of NASA in Florida for a shuttle launch. The Commissioner welcomed Assistant Commissioner Jenkins and introduced Darren Marshall, the new Audit Manager.

Joint Meetings in July. Commissioner Buhler said the Board of Regents would meet at SUU on July 10 and 11. The agendas for the meetings on July 10 were prepared by legislative staff and will include the State Board of Education, Public and Higher Education Appropriations Subcommittees, and Education Interim Committee, in addition to the State Board of Regents. The legislators will meet first with the State Board of Education and the Superintendent's staff. A joint meeting of all three groups will feature a keynote address by Dr. Kim Clark, President of BYU-Idaho. The legislators will meet with the State Board of Regents and Presidents Thursday afternoon. The regular Board of Regents meeting will take place on Friday morning, July 11. Commissioner Buhler remarked that this would be an important meeting.

Commencement. Commissioner Buhler thanked the Regents for attending commencement exercises at the various institutions. He said he had enjoyed graduation exercises at four institutions. It was gratifying to see the success of our students. He thanked the Presidents, faculty and others who make this possible every year.

#### Report of the Chair

Chair Pitcher noted the official portrait of President Young would be unveiled on June 9. Regent Jardine will be speaking at the event. He referred to the article in the Regents' folders about Associate Commissioner Lucille Stoddard and her husband, Frank Ferguson, from the UVSC Alumni Magazine.

#### Adjournment

Regent Reid moved that the Regents go into closed session to discuss personnel issues (reports of the Resource and Review Teams) and possible real estate transactions. Regent Holbrook seconded the motion, which was adopted unanimously. The Regents moved into closed session at 12:00 noon and adjourned from there at 2:15 p.m.

---

Joyce Cottrell CPS  
Executive Secretary

---

Date Approved