UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
UTAH VALLEY UNIVERSITY
OREM, UTAH

OCTOBER 24, 2008

Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERSITY, OREM, UTAH
ALL MEETINGS WILL BE HELD IN THE LIBRARY
OCTOBER 24, 2008

Agenda

7:30 a.m. -   BREAKFAST MEETING – REGENTS, UVU TRUSTEES,
9:00 a.m.   PRESIDENT HITCH, COMMISSIONER SEDERBURG
                             Timpanogos Room (4th floor)

9:00 a.m. -   COMMITTEE OF THE WHOLE
11:00 a.m.   Lakeview Room (4th floor)

1. Report of the Commissioner's Campus Visits
2. Jim Phelps' Report
3. Planning Exercise
        Breakout Groups: Rooms 502, 303, 211 and 213

11:00 a.m. -   MEETINGS OF BOARD COMMITTEES
12:00 noon

Academic, CTE and Student Success ("Programs") Committee
Regent Kathryn B. Garff, Chair
Room 303 (3rd floor)

ACTION:
1.   Utah State University – Latin Teaching Minor . . . . Tab A
2.   Utah State University – Bachelor of Science Degree in Family Life Studies . . . . Tab B
3.   Utah State University – Master of Science Degree in Anthropology . . . . Tab C

CONSENT:
4.   Weber State University – Rename Composite Elementary/Special Education Major to
        Special Education . . . . Tab D

INFORMATION/DISCUSSION:
5.   Information Calendar, Programs Committee . . . . Tab E
      A. Utah Valley University – Business Management Department: Division into Department of
            Management and Department of Marketing
      B. Weber State University
            i.   Creation of Emphases in Automotive Technology Bachelor's Degree: Field Service
                  Operations, Advanced Vehicle Systems, Collision Repair, Insurance Management
            ii. Name Change: Mammography Emphasis in the Radiologic Sciences Program to
                  Women's Imaging

      C. Dixie State College – Bachelor of Communication Emphasis in Organization and
            Leadership in an Adult Degree Completion Format

Finance, Facilities and Accountability Committee
Regent Jerry C. Atkin, Chair
Room 211 (2nd floor)

ACTION:

CONSENT:

INFORMATION/DISCUSSION:

Strategic Planning and Communications Committee
Regent Meghan Z. Holbrook, Chair
Room 213 (2nd floor)

INFORMATION/DISCUSSION:

12:00 noon -   REGULAR BUSINESS MEETING OF THE BOARD
 1:00 p.m.   Lakeview Room

1. State of the University Report – President Hitch
2. UHEAA Update . . . . Tab Q
3. Reports of Board Committees
         Programs Committee – Tabs A - E
         Finance Committee – Tabs F - M
         Planning Committee – Tabs N - P
4. General Consent Calendar . . . . Tab R
5. Resolutions
6. Report of the Chair

1:00 p.m. -
2:00 p.m.

LUNCHEON MEETINGS

STATE BOARD OF REGENTS (Closed session)
Timpanogos Room

Chief Academic Officers – Room 303
Business Officers – Room 211
Legislative Liaisons – Room 213
All Others – Lakeview Room

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

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University – Latin Teaching Minor, Effective Fall 2009 – Action Item</u>

Issue

Utah State University requests approval to offer a Latin Teaching Minor effective Fall 2009. This program was approved by the institutional Board of Trustees on 11 April 2008.

Background

Currently, there is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. Utah's public and private high schools have 10 Latin programs; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

The History Department at USU already offers minors in Latin, Greek and Classical Civilization. No new faculty, administrative, or organizational structures will be necessary to offer a Latin Teaching Minor. Since this minor will require only one additional course, which will be taught by current faculty, it will have no impact on the delivery of either undergraduate or lower-division education.

The "No Child Left Behind" Act does not require teachers to have a major in languages. Thus, a minor in Latin Teaching is an appropriate route for additional certification for students already enrolled in the Secondary Teacher Education Program (STEP).

The proposed Latin Teaching Minor will require no new faculty and no new resources; it is not expected to generate any new resources. Thus, this program will be revenue neutral.

Policy Issues

USHE institutions were supportive of the program although a question was raised regarding assessment of students. USU faculty believe that if students who earn the Latin Teaching Minor can pass the Praxis examination, a necessary step toward certification, they will have demonstrated competence.

Requiring second year students to enroll in 3000-level courses was questioned. USU was able to demonstrate that its 3000-level Latin courses were comparable to the University of Utah's 2000-level Latin courses. The purpose for upper-division numbering is to distinguish those courses from Latin literature courses that are numbered at the 2000-level. USU will assure that transfer students will not be disadvantaged. A schedule of courses for transfer students can be found in Appendix D.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the request by Utah State University to offer the Latin Teaching Minor, raise questions and, if satisfied, approve the request.

_____
William A. Sederburg, Commissioner

WAS/PCS/HN
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Latin Teaching Minor

Utah State University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 15, 2008

<center>Section I: The Request</center>

Utah State University requests approval to offer a Latin Teaching Minor effective Fall 2009. This program was approved by the institutional Board of Trustees on 11 April 2008.

<center>Section II: Program Description</center>

Complete Program Description

The Department of History at Utah State University (USU) seeks authorization for the creation of a Latin Teaching Minor, effective Fall Semester 2009. The Latin Teaching Minor will allow students who plan to enroll in the Secondary Teacher Education Program (STEP) as part of their major to receive additional certification in Latin (grades 7-12).

Students must be formally accepted into the Latin Teaching Minor. Applications will not be considered until students have completed their first year of Latin at USU (LATN 1010, LATN 1020) with a satisfactory grade (B or better).

Proposed Latin Teaching Minor at USU
12 credits of upper-division Latin (LATN 3100, 3130, 4100 and/or 4930)
  6 credits of Roman History (HIST 3150) & Latin/Greek Elements (CLAS 1100)
  3 credits of Latin pedagogy (LATN 4860)
32 credits in STEP (includes courses for Teaching Major)
53 credits total

Teaching Certification in Latin for grades 7-12 will be granted to students who successfully complete the Latin Teaching Minor. Since the History Department at USU already prepares students for teaching certification in History who complete the History Teaching Major or History Teaching Minor, granting of this additional certification will have no impact on the program. The Department already meets the requirements necessary to prepare students to receive the Teaching Certification in Latin, provided that students in the program are also enrolled in a teaching major and complete the STEP program as part of their major.

Purpose of Degree

There is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. There are at present 10 Latin programs in Utah public and private schools; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with Emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

Institutional Readiness

The History Department at USU already offers minors in Latin, Greek and Classical Civilization. No new faculty, administrative, or organizational structures will be necessary to offer a Latin Teaching Minor. Since

<center>1</center>

this minor will require only one additional course, which will be taught by current faculty, it will have no impact on the delivery of either undergraduate or lower-division education.

Faculty

As the implementation of this program will require only one additional course, no new faculty will be required. The three current classics faculty members are already fully prepared to implement this program. Please see Appendix C for a list of these three faculty members and their qualifications.

Staff

No new staff will be required to implement this program.

Library and Information Resources

No new library resources will be required to implement this program.

Admission Requirements

Students must be formally accepted into the Latin Teaching Minor. Applications will not be considered until students have completed their first year of Latin at USU (LATN 1010, LATN 1020) with a satisfactory grade (B or better).

Student Advisement

Students who are interested in this program will be advised by one of the three existing faculty.

Justification for Graduation Standards and Number of Credits

Fifty-three credits will be required to complete the Latin Teaching Minor at USU. This includes 18 credits of upper-division work in Latin, Roman History, and Latin/Greek Elements in English, three credits of Latin pedagogy, and 32 credits in STEP (Secondary Teaching Education Program). Although the French and German Teaching Minors at USU require only 50 credits total (rather than 53 credits),this program is comparable to the Latin Teaching Minor offered at Brigham Young University (BYU).

External Review and Accreditation

No external consultants were involved in the development of this program, but informal discussions were held regarding the proposed program with Professor Roger T. Macfarlane, Associate Professor of Classics at Brigham Young University.
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Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	3	1	3:1	
2	3	1	3:1	

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
3	3	1	3:1	
4	3	1	3:1	
5	3	1	3:1	

Expansion of Existing Program

The proposed Latin Teaching Minor is an expansion of the Latin Minor currently offered by the History Department. There are now approximately 8-10 students who are pursuing the Latin Minor. As the above table shows, it is anticipated that approximately three students will choose the Latin Teaching Minor rather than the Latin Minor. Only one additional class will be needed to implement the new minor (Latin Pedagogy - LATN 4860), which will be taught every other year, as needed. (Please note: this course has already been approved and is now listed in the USU catalog.)

Section III: Need

Program Need

Currently, there is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. There are at present 10 Latin programs in Utah public and private high schools; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with Emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

Labor Market Demand

As noted above, there are currently 10 Latin programs in Utah high schools, and there is an increasing demand to add more programs. Furthermore, the ability to teach Latin is often seen by employers as a sign of a prospective teacher's dedication and breadth of preparation. Any teacher who is certified to teach Latin will thus significantly enhance his or her profile with a prospective employer.

Student Demand

This program is being proposed in direct response to student demand. USU has a strong program in secondary teacher training, and many students currently enrolled in the Latin Minor intend to be teachers. However, these students are not able to apply their Latin Minor toward their teacher preparation. Students must add an additional teaching minor in order to comply with the requirements of the Secondary Teacher Education Program (STEP), which typically adds another year to their program. The proposed Latin Teaching Minor will allow students to complete their Latin Teaching Certification and comply with the STEP teacher licensure program. While the number of students requesting this minor is relatively small, they are passionate in their love for Latin and for teaching. If USU could offer them the opportunity to prepare to complete their Latin Teaching Certification, it would significantly enhance these students' educational experience as well as provide well-qualified teachers for a small but growing subject area.

Similar Programs

A program such as this is not offered at any other USHE institution. Among both private and public institutions in Utah, BYU offers a similar Latin Teaching Minor.

Collaboration with and Impact on Other USHE Institutions

As there are no other programs within USHE, no collaborative efforts have been pursued.

Benefits

The proposed Latin Teaching Minor will enhance USU's program in Secondary Teacher Preparation. Students who complete the Latin Teaching Minor are likely to become competent teachers in their major subject of choice, as well as in Latin.

Consistency with Institutional Mission

The Latin Teaching Minor will help to support the University's mission as a student-centered, land-grant institution in which academics come first. Because the impetus for this minor comes from continued student demand, its implementation will further demonstrate USU's responsiveness to students' needs. Furthermore, this program will enhance USU's program in secondary teacher preparation, which is a vital aspect of USU's role as a land-grant institution. Finally, since Latin is a subject that requires a high level of academic preparation, the new minor will greatly enhance the academic qualifications of those students who complete it.

Section IV: Program and Student Assessment

Program Assessment

The primary goal for the Latin Teaching Minor is to provide the student a means for obtaining Secondary Teaching Certification in Latin. The Latin PRAXIS II Exam is a necessary prerequisite to obtain Secondary Teaching Certification in Latin in Utah, and provides a standardized assessment measure for this program. To date, three USU students have taken the Latin PRAXIS II Exam, and all three students have passed.

Expected Standards of Performance

Upon successful completion of this program, students will be prepared to teach Latin at the secondary level. Such preparation will include: an understanding of the most important issues being discussed in the field of Latin pedagogy today; a demonstrated ability to implement the best Latin teaching practices by teaching a sample Latin grammar class and submitting a written lesson plan; a strong foundation in the Latin language, including the ability to translate the major Latin authors; a knowledge of Roman history; and an understanding of how English words have been influenced by Greek and Latin prefixes, roots, and suffixes.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	0	0	0	0	0
Cost Per FTE	0	0	0	0	0
Student/Faculty Ratio	0	0	0	0	0
Projected Headcount					
Projected Tuition					
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
Expense					
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
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 & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	0	0	0	0	0
Fees	0	0	0	0	0
Total Revenue	$0	$0	$0	$0	$0
Difference					
Revenue-Expense	$0	$0	$0	$0	$0

Budget Comments

The proposed Latin Teaching Minor will require no new faculty and no new resources; it is not expected to generate new resources. Thus, this program will be revenue neutral.

Funding Sources

As this program will be revenue neutral, no new funding sources will be required.

Reallocation

This minor will require only one new course, Latin Pedagogy (LATN 4860, already approved), which will be taught as part of the normal teaching load of the existing classics faculty. For this reason, no reallocation of existing funds will be required.

Impact on Existing Budgets

Since the Latin Pedagogy class will be taught by current faculty as part of their normal teaching load, it is expected to have no impact on existing budgets.

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
LATN 3100	Intermediate Latin Prose	3
LATN 3130	Intermediate Latin Poetry	3
HIST 3150	Roman History	3
LATN 4100	Advanced Latin Readings	3
CLAS 1100	Latin and Greek Element	3
LATN 4930	Directed Readings Latin	3
LATN 4860	Latin Pedagogy	3
STEP Program	Teacher Ed courses	32
	Total Number of Credits	53

New Courses to be Added in the Next Five Years

LATN 4860   **Latin Pedagogy**   **Credit Hours: 3**

Course Description: Latin 4860 will prepare students to teach Latin at the secondary level. Students will survey the most important issues in Latin pedagogy and discuss the best teaching practices. Students will also translate selections from core Latin authors, focusing on authors not previously studied.

Note: This course has already been approved.

Freshman Year
Semester 1: LATN 1010 – Beginning Latin I   3 credit hours (does not count toward minor)
Semester 2: LATN 1020 – Beginning Latin II   3 credit hours (does not count toward minor)

Sophomore Year
Semester 3: LATN 3100 – Intermediate Latin Prose   3 credit hours
Semester 4: LATN 3130 – Intermediate Latin Poetry`   3 credit hours
             HIST 3150 – Roman History   3 credit hours

Junior Year
Semester 5: LATN 4100 – Advanced Latin Readings   3 credit hours
             CLAS 1100 – The Latin and Greek Element in English   3 credit hours
Semester 6: LATN 4860 – Latin Pedagogy   3 credit hours

Senior Year
Semester 7: LATN 4930 – Directed Readings in Latin   3 credit hours
Begin STEP Program   32 credit hours

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

Mark L. Damen, Professor of History, Classics and Theatre, USU
    PhD in Classics, University of Texas, 1985
    Utah Carnegie Professor of the Year, 1998
    Award-winning teacher of Latin, Greek, Classics, History and Theatre at all levels
    Author of numerous publications in the fields of Classics, History and Classical Drama

Susan O. Shapiro, Associate Professor of History and Classics, USU
    PhD in Classics, University of Texas, 1992
    CAMWS Award for Excellence in College Teaching, 2002
    Teacher of Latin, Greek, Classics and History at all levels
    Author of an intermediate Latin textbook, and several published articles in the fields of Classics, History, and Latin Pedagogy

Frances B. Titchener, Professor of History and Classics, USU
    PhD in Classics, University of Texas, 1988
    APA Teaching Excellence Award, 1999
    Utah Carnegie Professor of the Year, 1995
    Award-winning teacher of Latin, Greek, Classics, and History at all levels
    Author of numerous publications in the fields of Classics and History

Appendix D: Program Schedule for Transfer Students

Although course numbers and titles may vary, the content of college-level Latin courses tends to be quite consistent from school to school and indeed from state to state. For this reason, a student transferring from any accredited college Latin program in the United States will easily be able to complete the Latin Teaching Minor in a timely manner.

Within Utah, the only institutions of higher education that currently offer Latin are Utah State University, the University of Utah, and Brigham Young University. The Latin classes at the University of Utah and Brigham Young are very similar in content and level of difficulty to those at Utah State University, although course numbers and titles do differ. For example, the sophomore level Latin courses at Brigham Young are numbered Latin 201 and Latin 301, but they are equivalent in content and level of difficulty to LATN 3100 and LATN 3130 at Utah State. Similarly, the sophomore Latin classes at the University of Utah are numbered Latin 2010 and 2020, but they are equivalent in content and level of difficulty to LATN 3100 and 3130 at Utah State.

At Utah State University, second-year Latin courses were approved to be offered at the 3000 level for the following reasons: i) first-year Latin courses (LATN 1010 and LATN 1020) each carry 5 credits as opposed to first-year modern language courses which carry 4 credits each; and ii) all of Latin grammar is taught in the first year and conversational Latin is not taught. Therefore, second-year Latin courses are true literature courses and correspond to third-year courses in the modern languages.

 A possible program schedule for a transfer student from The University of Utah is outlined below.

Possible Program for a Transfer Student from The University of Utah

Freshman Year – The University of Utah
Semester 1: Latin 1010 – Beginning Classical Latin I   4 credit hours (does not count toward minor)
Semester 2: Latin 1020 – Beginning Classical Latin II   4 credit hours (does not count toward minor)

Sophomore Year The University of Utah
Semester 3: Latin 2010 – Intermediate Classical Latin I   3 credit hours
Semester 4: Latin 2020 – Intermediate Classical Latin II` 3 credit hours
              CI Cv 1570 The Romans   3 credit hours

Junior Year – Utah State University
Semester 5: LATN 4100 – Advanced Latin Readings   3 credit hours
              CLAS 1100 – The Latin and Greek Element in English   3 credit hours
Semester 6: LATN 4860 – Latin Pedagogy   3 credit hours

Senior Year – Utah State University
Semester 7: LATN 4930 – Directed Readings in Latin   3 credit hours
Begin STEP Program   32 credit

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University – Bachelor of Science in Family Life Studies via Online Delivery –
             Effective Spring 2009</u>

<u>Issue</u>

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS) via online delivery effective Spring Semester 2009.   This program has been approved by the USU Board of Trustees on 13 April 2007.

<u>Background</u>

The FLS degree proposal aims to expand educational access to non-traditional students, offering an overview of human development across the lifespan, interpersonal relationships (especially in families and marriage), and consumer and family economics (especially resource management). Consistent with USU's land-grant mission, the proposed FLS program will help make a college education accessible to individuals throughout the state who are place-bound with work and family responsibilities. The Department of Family, Consumer and Human Development's instructional, research, and outreach efforts emphasize marriage and family relations, human development from infancy to later life, early childhood education, family financial management, consumer education, and marriage and family therapy. Currently, the Department offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students. Some additional courses, specifically designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses. Coursework will focus not only on the individual and family effects on human development, family relationships, and economic issues, but also on the contextual effects of social policies and institutions. A senior capstone project will provide FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching; and 3) community outreach and service. The costs for faculty, teaching assistants, and operating expenses will be paid from funds generated by online course tuition.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. Students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

A new faculty member has been hired as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed.

The proposed program will be self supporting and is expected to generate new operating budget dollars for the FCHD Department. The Regional Campus and Distance Education (RCDE) will receive and distribute the tuition dollars. The proposed program is self supporting.

<center>Policy Issues</center>

USHE institutions support the proposed program. However, several concerns were raised regarding employment opportunities, learning outcomes, and transfer opportunities for community college students. Employment opportunities are now listed in the Labor Market section and expected learning outcomes in the Assessment section reflect higher level expectations. USU officials demonstrated that community college students could apply for admission to USU and, if accepted, begin the proposed program at the beginning of any semester.

<center>Commissioner's Recommendation</center>

The Commissioner Recommends that the Regents review the request by Utah State University to offer a Bachelor of Science in Family Life Studies to be delivered via technology, raise questions, and, if satisfied, approve the request.

_____
William A. Sederburg, Commissioner

WAS/PCS/HN
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Family Life Studies via

Utah State University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 15, 2008

Section I: The Request

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS) via online delivery effective Spring Semester 2009. This program has been approved by the USU Board of Trustees on 13 April 2007.

Section II: Program Description

Complete Program Description

The Department of Family, Consumer, and Human Development (FCHD) at Utah State University proposes a new Bachelor's degree in Family Life Studies (FLS), with student admissions to begin Spring Semester, 2009. This program will be available as a fully distance-delivered (online) degree, although some of the required courses may be taken face-to-face or via Interactive Broadcast at USU's regional campuses, distance education centers, and partnership campuses (Snow College and College of Eastern Utah). Students anywhere in Utah or in the nation will be able to complete the FLS degree.

The FCHD Department is an interdisciplinary unit. The Department's instructional, research, and outreach efforts emphasize marriage and family relations, human development from infancy to later life, early childhood education, family financial management, consumer education, and marriage and family therapy. Currently, the Department offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students. Some additional courses, specifically designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses which will help students understand the interaction of family relations, human development, and consumer sciences. Coursework will focus not only on the individual and family effects on human development, family relationships, and economic issues, but also on the contextual effects of social policies and institutions. A senior capstone project will provide FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching; and 3) community outreach and service.

Purpose of Degree

The FLS degree aims to expand educational access to non-traditional students, offering an overview of human development across the lifespan, interpersonal relationships (especially in families and marriage), and consumer and family economics (especially resource management). This degree will integrate coursework across the existing FCHD major emphases, providing a rigorous education across a broad range of family life subjects. This differs sharply from the existing FCHD major, with three specialized, and narrow, profession-driven areas of emphasis.

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals throughout the state who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of

children and youth, family communication, and elder care. This program will graduate prepared individuals to work in public and private human service agencies statewide.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. In addition to its benefits for personal growth, enhanced family stability, and community development, students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

Institutional Readiness

All administrative structures to support the proposed FLS degree currently exist. For over 75 years, the FCHD Department has existed in different forms at USU. The FCHD major has been offered via satellite and traditional face-to-face delivery at distance education sites for over 20 years, and selected FCHD courses have been offered online for 10 years. The Department is strongly committed to USU's land-grant mission of providing educational access statewide. Working together with USU's Regional Campuses and Distance Education (RCDE), the Department uses cutting-edge technology to deliver high-quality courses.

All courses for the proposed online degree, including four new courses approved through USU's Educational Policies Committee, will be taught by highly qualified faculty and supervised by the department head. Online offerings will not compromise the regular schedule of Logan Campus courses. Indeed, the online courses may increase the ability of Logan campus students to complete their degrees in a timely way because these students will have another option for instruction when scheduling conflicts arise.

A new faculty member has been hired in a new lecturer position as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed. Faculty who teach online courses with large enrollments will be provided with qualified teaching assistants. The costs for faculty, teaching assistants, and operating expenses will be paid from funds generated by online course tuition.

Faculty

The proposed FLS degree will draw upon the expertise of 29 full-time faculty and three part-time faculty. These include 20 PhD faculty (tenured or tenure-track lines) and three PhD and six master's-level faculty (non-tenure track lines). These individuals possess requisite research and teaching expertise (see faculty vitae in Appendix C). With degrees from respected institutions around the nation, faculty teach all the courses that will be included in the new degree. New sections of online FLS degree courses will be taught by regular faculty or by part-time faculty on a contractual basis. The FCHD Department is fortunate to have four faculty with extension specialist roles in Utah State's Cooperative Extension Service. Because they are in constant touch with the needs in the state, these individuals help to inform the department's educational programs. The FLS program coordinator and the instructional designer working with faculty have developed resources on best practices in online education to help faculty as they design, deliver, and evaluate instruction.

Staff

The FCHD Department has eight staff members who serve students and faculty on the Logan campus and throughout the state. They are experienced, well-trained, and available to support the delivery of the proposed FLS online degree. Most of the work of recruiting and registering students for the proposed FLS degree will be done by the Regional Campus and Distance Education (RCDE) staff who are already highly skilled in conducting these tasks. Additional marketing and recruiting will be done by the FLS program coordinator in conjunction with the RCDE staff.

Library and Information Resources

Utah State's Merrill-Cazier Library holds most of the leading journals in the family relations, human development, and consumer sciences fields. The majority of these journals are available online, and students can create a campus user account that provides access. The library also has extensive holdings in related fields that can be sent to students at distance education sites. Policies and procedures allowing library access from a distance have been developed over many years of successful USU innovation in the regional campus system. In addition, instructors of the online courses can put supplementary materials in password-protected course reserves, so that students can access what they need for a high quality educational experience. The proposed budget for the FLS degree includes funding for library support of this distance program.

Admission Requirements

Admission requirements will be governed by university policy and the Department's admissions standards. The FCHD Department will require that students have a 3.0 GPA to be admitted to the FLS major. In addition, once the new degree is approved, students must first be a pre-major in Pre-FLS (PFLS) and must complete at least 24 semester credits (including FCHD 1010, 1500, 2400, 2450) with a cumulative GPA of 3.0 and a 3.0 GPA in major coursework.

Completion of a criminal background check including fingerprinting will be required prior to the senior capstone project. This is to ensure that graduates of this program do not have a history of abuse to children or the elderly. Such safeguards help to minimize the possibility that someone would use this degree to gain access to children or the elderly for criminal purposes.

Student Advisement

Students will receive advisement from the FLS program coordinator/advisor. This individual has the support of the regular FCHD advisor who has many years of experience. Questions about an individual student's academic record with respect to courses being accepted for the FLS degree will be addressed by the FCHD faculty member who has handled articulation issues for many years. Students will be able to receive advising via email or over the phone.

Justification for Graduation Standards and Number of Credits

This degree will require 120 credits, and an overall GPA of 3.0.

External Review and Accreditation

Dr. Margaret Young, an Associate Professor at Washington State University and coordinator of the online bachelor's program in the Department of Human Development, was consulted. She provided helpful recommendations that were integrated in the development of the program. No accreditation is available for this program.

Projected Enrollment

These projected enrollments are only for those taking online courses who will be majors in the FLS degree.

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
1	173	20	8.7	N/A
2	233	20	11.7	N/A
3	267	20	13.4	N/A
4	300	20	15	N/A
5	333	20	16.7	N/A

Expansion of Existing Program

The proposed FLS major will utilize existing courses in the FCHD major, as well as four new courses that were developed and approved by USU's Educational Policies Committee. However, this integrated degree is proposed as a new separate major because its breadth requirements are not aligned with the more narrowly specialized instructional emphases within the existing FCHD major. As noted earlier, the proposed FLS major is unique in that it would integrate coursework across the Child Development, Family and Community Services, and Family Finance emphases.

Seven of the courses in these areas have been available online for the last three years. Online enrollments for the previous years have been as follows: 2004-2005 - 3,638 student credit hours (SCH); 2005-2006 - 3,160 SCH; 2006-2007– 2412 SCH; and 2007-2008 – 3852 SCH. The decline in average class size, seen in the student FTE table below, is not a reflection of student interest, but is due to a change in the Quantitative Intensive (QI) designation of FCHD 3350 "Family Finance", which became effective Fall of 2006. Student interest in this degree offering is high. When all the courses are developed for online delivery, and when the program is marketed as a USU degree, it is anticipated that enrollments will grow.

Previous enrollments in FCHD online courses (all students)

Year	Number of courses	Student FTE
04-05	7	242
05-06	7	211
06-07	10	185
07-08	15	258

This FLS degree will also depend on courses from other departments so that students can meet their general education and statistic requirements within the FLS major. The needed general education courses are already online for other programs coordinated by RCDE. The statistics course needed from the Psychology Department is developed.

Section III: Need

Program Need

Many citizens of the state face reduced employment opportunities because of limited access to higher education. The percentage of Utah's adult population with a college degree is 26 percent (27% in urban areas and 18% in rural areas of the state; http://www.ers.usda.gov/StateFacts/UT.HTM).

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of children and youth, family communication, and elder care.

Labor Market Demand

Current graduates in FCHD find good employment opportunities in state agencies serving children, families, consumers, displaced homemakers, the elderly, and others. Some of these employers include the Utah Department of Human Services with current FCHD graduates hired in the Division of Child and Family Services, Division of Services for People with Disabilities, and Workforce Services. Graduates also work in non-profit community agencies dealing with family and consumer issues. Some of these agencies include Child and Family Support Centers, CAPSA (Women's Shelter in Logan), YWCA in Ogden, home-based and center-based child care facilities, and residential youth programs throughout the state. It is anticipated that graduates of the FLS degree program will find similar opportunities and that market demand for professionals in the human services fields will remain relatively stable.

Student Demand

Utah State's Regional Campus and Distance Education (RCDE) sites receive many requests for degree programs that are not currently available, or that are not available at the times or locations that meet students' needs. Students are increasingly seeking educational opportunities through alternative means to traditional campus-based education. National demand for online degrees has grown dramatically over the past few years.

Interest in this proposed degree program has been strong, with over 100 inquiries from students in Utah and the Intermountain West.   The Department currently has a list of over 40 students who plan to enroll if the FLS degree is approved. Brigham Young University (BYU) has a similar program, but requires students to complete 30 credits in residence at BYU. The Department has been told that BYU plans to refer those students who do not meet their requirement for 30 credits in residency to Utah State's program, once it is in place. The FCHD Department anticipates a steady flow of referred students from the BYU Family Life program.

To date, inquiries about the program have come from chance encounters and from the USU Distance Education website which lists the proposed FLS degree as one that may be available in the future. If the degree is approved, the Department and RCDE will implement a marketing program in Utah and on the Internet.

Similar Programs

Other universities and colleges in the USHE offer courses and degrees in human development, family relations, and consumer sciences. Some courses are available online. However, no other state institution offers an entirely online degree in Family Life Studies or a related area.

Collaboration with and Impact on Other USHE Institutions

Although the FCHD Department articulates courses with other institutions in the USHE, no collaboration is planned in offering this proposed FLS degree. No impact on other institutions is expected inasmuch as the audience for this degree consists of students who are not able to pursue a degree in the traditional way. It is important to note that the target audience is students who are not now being served by the USHE.

Benefits

There will be several benefits to USU from this program. It will attract new students and enrollments. It will further enhance the stature and the land-grant mission of the University and the Emma Eccles Jones College of Education and Human Services. It will generate revenue for the University, for RCDE, and for the FCHD Department, which will be invested in the further enhancement of educational services. The state will benefit by having more well-educated bachelor's level graduates to fill positions in the family and human services fields statewide. Such infrastructure development is important for Utah's social and economic viability, especially in remote and rural areas of the state.

Consistency with Institutional Mission

The study of child development, family relations, and the economic well-being of families has been part of USU's core mission since its founding, when the Department of Domestic Arts provided instruction. The FCHD Department has been part of the USU mission for 77 years under different names and organizational structures. The proposed Family Life Studies online degree will provide a vehicle to help accomplish that role, consistent with USU's land-grant mission, by expanding access to higher education for individuals throughout the state, and by providing well-educated individuals to work in Utah's public and private human service agencies.

Section IV: Program and Student Assessment

Program Assessment

Goals
1. Assist students to become fluent in marriage, family, human development, and consumer science content and strategies that support family life studies.
2. Assist students to prepare as professionals in the field through developing empirically-informed and methodologically sound research, teaching, and intervention plans and strategies.
3. Assist students to use these plans and strategies in their own relationships and/or as professionals to improve well-being in individuals, families, and communities.

Program Assessment

To assess the extent to which the Department meets its goals for the Family Life Studies online degree, the FCHD Department will collect data on student satisfaction, student competencies, and job placement (see Formative and Summative Assessments below). Additionally, each online course will be evaluated by independent instructional designers, by each instructor, and by the FLS Program Coordinator. This assessment work will be accomplished through USU's FACT Center, utilizing eight national rubric standards (see Appendix D: Measures and Assessments) for effective online courses. The coordinator, designers, and instructors will work closely together to ensure that all courses meet and consistently maintain these standards.

Expected Standards of Performance

The same academic standards that presently exist for the Logan campus FCHD courses will be maintained in the online courses. Faculty will be expected to maintain the same high levels of personal engagement with students as is now achieved with face-to-face and broadcast instruction. The Department's pioneering work with online delivery suggests that traditional faculty/student may even be enhanced through new technology. Because online courses will have equivalent assignments, readings, assessments, and levels of rigor to other methods of delivery, students will be expected to perform at the same academic level as they would in Logan campus courses. Simply put, there will be one curriculum taught by one faculty to one student body – regardless of location or delivery method.

Student competencies parallel those for courses in the Logan campus program. These outcomes are based on standard core subject matter topics in the fields of family relations, human development, and consumer sciences. These competencies are shown below.

LEARNING OBJECTIVES AND COMPETENCIES
Students will demonstrate through individual and group processes:
- Disciplinary knowledge of the following content:
  - individuals, families, and their relationships to larger social institutions
  - the decisions individuals and families make about developing and allocating resources
  - social, economic, and governmental policies and their implications for individuals and families
  - the internal dynamics of the family, including family strengths and weaknesses

- how to promote development and learning across the lifespan within the family context based on individual characteristics and needs and the multiple influences on development and learning
- the development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts
- how the interaction between parenting behaviors and child characteristics influence child outcomes
- demographic changes and poverty issues in America
- consumer issues and consumer interaction with business and government in the marketplace
- the economics of the family, including debt and household wealth
- consumer policy processes and the consumer policy relating to consumer credit issues and investment issues
- how the life cycle affects household decisions, and the influence of individual and family needs on household decisions and options
- the importance of financial values and goals and providing financial security through life including common consumer credit problems and planning for retirement

- Professional Practice
  - Demonstration of ethical and professional practice within the family setting
  - Application of how to support and empower individuals and families and communities through respectful, reciprocal relationships
  - An understanding of the needs of individuals and families of various ethnic and socioeconomic backgrounds as demonstrated by plans for providing professional services that account for these factors
  - Demonstrated ability to use interpersonal skills, conflict resolution skills, and ethical decision-making skills for personal and professional relationships
  - Application of knowledge to the policy making process as it relates to individuals and families in order to engage in professional advocacy for individuals and families
  - Students will develop and implement, a family life education programs in a community setting
  - Demonstrate critical thinking in papers and assignments
  - Demonstrate effective written communication and correct use of APA style
  - Develop a career plan, a resume, and a network of career contacts

- Research Methods and Inquiry
  - Ability to critique a research report demonstrating an understanding of basic research principles and methods needed in order to be an informed consumer of research
  - Application of empirically-informed teaching methods and delivery in designing and delivering a community-based family life education program

Formative and Summative Assessments

Student Satisfaction. Student satisfaction will be assessed with a student survey administered to students at the completion of the pre-major courses (FCHD 1010, 1500, 2400, and 2450) and again to majors as students near graduation in their senior capstone course (FCHD 4830). Additionally, satisfaction questions

will be part of a placement survey sent to students two years after graduation. The student satisfaction inventory will include items about advising, program delivery, coursework, and faculty (see Appendix D).

In each class, when students complete the standard student evaluations, instructors will include an additional assessment about how well the course has met the stated objectives in the course syllabus and how well the course has contributed to the student's preparation for future studies and their eventual career. These formative assessment surveys will be tabulated by the Department and given to the instructor. The instructor will submit an annual statement summarizing any changes that have been made in the course to better meet departmental and course objectives.

Student Competencies. As the capstone experience in the FLS degree, each student will complete a senior project. The senior project will serve as a way for students to integrate what they have learned in the classroom through research, teaching, and outreach.   The quality and depth of understanding shown across the senior projects will provide another assessment of how well the program is preparing students.

At the completion of program requirements, students will take a national exam sponsored by the National Council on Family Relations. The pass rate for students in the FLS degree program will provide an indication of the learning outcomes achieved by students in the program.

Learning outcomes will be assessed by comparing these outcomes in selected sections of courses being taught both on-campus and online. Data will be used to inform best practices in both online and face-to-face instruction.

Job Placement and Career Preparation. Career preparation will be assessed two years after graduation through a questionnaire. The post graduation survey will assess career advising, quality of course delivery, and related questions of satisfaction. It will also include job placement data, how well graduates feel their degree in FCHD prepared them for their work, and any suggestions for strengthening the program from their post graduation perspective (see Appendix D).
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Section V: Finance

Budget

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	173	233	267	300	333
Cost Per FTE (FTE = SCH's/15)	$1,215	$1,136	$1,121	$1,085	$1,058
Student/Faculty Ratio	8.7	11.7	13.4	15	16.7
Projected Headcount (majors)	50	75	125	200	300
Projected SCH's	2,600	3,500	4,000	4,500	5,000
Projected Tuition					
Gross Tuition	$533,000	$717,500	$820,000	$922,500	$1,025,000
Tuition to Program	$247,000	$332,000	$380,000	$427,500	$475,000

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$149,950	$190,052	$216,225	$234,341	$252,471
Benefits	$57,572	$71,189	$79,037	$86,905	$94,791
Total Personnel	$207,522	$261,241	$295,293	$321,246	$347,262
Current Expense					
Travel					
Capital					
Library Expense	$2,600	$3,500	$4,000	$4,500	$5,000
Total Expense	$210,122	$264,741	$299,293	$325,476	$352,262
Revenue					
Legislative Appropriation					
Grants					
Reallocation					
Tuition to Program	$247,000	$332,000	$380,000	$427,500	$475,000
Fees					
Total Revenue	$247,000	$332,000	$380,000	$427,500	$475,000
Difference					
Revenue-Expense	$36,878	$67,759	$80,707	$101,754	$122,738
Comments					

1. Projected FTE enrollment is based on SCH's / 15 = FTE and is projected based on enrollments in the courses currently offered. With marketing of a degree and all the courses available, it is projected that enrollments would increase. These are conservative projections.
2. Student Faculty Ratio is based on student FTE / 20 Faculty teaching online courses.
3. Projected SCH's include majors and all other students taking online courses. Calculations for expenses and revenue are based on SCH's.
4. Gross tuition is based on $205 per SCH for online courses per 08-09 school year.
5. Tuition to program is based on $95 per SCH that comes to FCHD from RCDE.
6. Cost per FTE is based on all SCH's, not just those student FTE's majoring in the FLS degree. SCH's /15 = FTE.

Funding Sources

The program will be self-supporting through the tuition. Tuition will be $200 per credit hour, and will be divided between the Department and the Regional Campus and Distance Education program. Out of the Department's share, faculty pay and benefits will be funded, as well as the graduate teaching assistants and the position of the program coordinator and advisor. Out of RCDE's share will be funded the costs of recruitment, registration, online course instructional design, software and hardware maintenance, and all other support services.

Office space and computers for faculty located on the USU Logan campus and USU Regional Campuses are already provided. Funds generated by the program will provide needed operating dollars to maintain and replace equipment as needed. An MOU outlining the responsibilities of RCDE and the FCHD Department has been signed and will be reviewed and updated annually.

Reallocation

There will be no internal budget reallocations.

Impact on Existing Budgets

No program costs will be absorbed within existing budgets. To the contrary, the program will generate new operating budget dollars for the FCHD Department after the program costs are taken from the tuition dollars generated.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Credit Hours
General Education	**30-33**
ENGL 1010 (CL 1) Intro to Writing: Academic Prose	3
ENGL 2010 (CL 2) Intermediate Writing: Research Writing in a Persuasive Mode	3
STAT 1040 (QL) Intro to Statistics	3
*Computers & Information Literacy (CIL)	0-3
**Breadth Requirements (2 of six Breadth courses must have USU prefix)	18
***Exploration Requirement (QL, BAI, BCA, BHU, BLS, BPS, or BSS)	3
Depth Education	
****Communication Intensive (CI) (2 courses)	6
*****Quantitative Intensive (QI) (1 course)	3
Depth Course Requirements: Depth Humanities and Creative Arts (DHA)	2-3
Depth Life and Physical Sciences (DSC)	3
Core Courses	**63**
Pre-Major	**12**
FCHD 1010 (BSS) Balancing Work and Family	3
FCHD 1500 (BSS) Human Development Across the Lifespan	3
FCHD 2400 (BSS) Marriage and Family Relationships	3
FCHD 2450 (BSS) The Consumer and the Market	3
Core	**24**
FCHD 3100 Abuse and Neglect in Family Context	3
FCHD 3130 (QI) Research Methods	3
FCHD 3210 (CI) Families and Cultural Diversity	3
FCHD 3350 Family Finance	3
FCHD 4220 Family Crises & Interventions	3
FCHD 4820 Current Issues in Family Life Studies	3
FCHD 4830 Senior Project	3
PSY 2800 (QI) Psychological Statistics	3
Composite Courses	**27**
Consumer Sciences (Choose 3 Courses)	*9*
FCHD 2100 Family Resource Management	3
FCHD 3280 Economic Issues for Individuals & Families	3
FCHD 3340 Housing: Societal & Environmental Issues	3
FCHD 3450 Consumer Credit Problems	3
Family Relations (Choose 3 Courses)	*9*
FCHD 2610 Child Guidance	3
FCHD 3110 Human Sexuality	3
FCHD 4230 Families & Social Policy	3

Course Prefix & Number	Credit Hours
FCHD 4240 Social & Family Gerontology	3
Human Development *(Choose 3 Courses)*	***9***
FCHD 3510 Infancy and Early Childhood	3
FCHD 3520 Children in the Middle Years	3
FCHD 3530 Adolescence	3
FCHD 3540 Adult Development & Aging	3
Elective Courses	**18**
Total Credits	120

*CIL requirement can be met with OSS 1400 Microcomputer Applications or USU 1000 Intro to CIL or passing grade on six computer and information literacy related examinations.
** BSS requirement met with major course
*** Exploration Requirement met with major course
**** 3 credits (CI) met with major course
***** QI requirement met with major course

New Courses to be Added in the Next Five Years

Two new courses will be added in the next five years. Two, FCHD 1010 and FCHD 2100, were added during this past year. The other two courses, FCHD 4820 and FCHD 4830, will be added by Spring 2009.

FCHD 4820 – Current Issues in Family Life Studies (new course) 3 Credit Hours
Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course) 3 Credit Hours
Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Course Descriptions

Course titles and descriptions for the FLS degree as listed in the USU catalog.

FCHD 1010 – Introduction to Family Life Studies
Students will become acquainted with the various disciplines within Family Life Studies and how they are integrated. They will also acquire an overview of the knowledge base of professionals who are in marriage, family, child development, and consumer studies careers. Practical skills and leadership development are also emphasized.

FCHD 1500 -- Human Development Across the Lifespan

Overview of human development across the lifespan, from conception to death.

FCHD 2100 – Family Resource Management
Understanding the significance of values, goals, planning, and decision making strategies in the development, management, and allocation of human, economic, and environmental resources.

FCHD 2400 – Marriage and Family Relationships
Overview of couple and family relationships, including marriage, child bearing and rearing, intergenerational relationships, and alternative family forms.

FCHD 2450 – The Consumer and the Market
Explores how the marketplace operates, including factors influencing consumer purchases, current consumer problems, and assistance provided to consumers by federal and state agencies, businesses, and other organizations.

FCHD 2610 – Child Guidance
Review of parenting styles and child guidance philosophies with emphasis on principles and techniques.

FCHD 3100 – Abuse and Neglect in Family Context
Causes, treatment, and laws regarding family violence, including child abuse and neglect, partner abuse, and elder abuse.

FCHD 3110 – Human Sexuality
Development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts.

 FCHD 3130 – Research Methods
Common methodologies used in current family and human development research. Emphasis on becoming a knowledgeable and informed consumer of research.

FCHD 3210 – Families and Cultural Diversity
Similarities and differences in family patterns and functions in terms of race and ethnicity, gender, social class, and international development.

FCHD 3280 – Economic Issues for Individuals and Families
Focuses on issues related to economic well-being of individuals and families, with special emphasis on income and wealth, poverty, consumption and saving, work and leisure, human capital investment, and aging.

FCHD 3340 – Housing: Societal and Environmental Issues
Studies housing in the contemporary U.S., including affordability, access, expectations, aesthetic considerations, and effects of public and private policies on housing choices.

FCHD 3350 – Family Finance
Achieving personal and family financial goals, including financial planning and record keeping, different types of insurance, taxes, use of credit, investments, retirement, and estate planning.

FCHD 3450 – Consumer Credit Problems
Consumer credit problems, debt reduction strategies, credit collection policies and practices, bankruptcy, and government assistance programs.

FCHD 3510 – Infancy and Early Childhood
Development and growth of the child from conception to five years. Physical, social, and emotional growth; and parenting skills.

FCHD 3520 – Children in the Middle Years
Growth and development of normal children. Guidance principles related to behavior of children at these age levels.

FCHD 3530 – Adolescence
Social, psychological, and physical aspects of adolescence in modern societies. Social and cultural expectations and influences on adolescents stemming from the family, peers, school, and the community.

FCHD 3540 – Adult Development and Aging
Interdisciplinary perspective on developmental issues in adulthood and old age. Biosocial, cognitive, and psychosocial changes in older adults in family, community, cultural, and socio-political contexts.

FCHD 4220 – Family Crises and Interventions
Normative and non-normative stressors provoking individual and family crises. Principles and techniques for family interventions.

FCHD 4230 – Families and Social Policy
Local, state, and federal policies with implications for individuals and families across the lifespan.

FCHD 4240 – Social and Family Gerontology
Social, cultural, and family contexts of aging. Intergenerational family relations in later life. Social policies and services affecting older adults and their families.

FCHD 4820– Current Issues in Family Life Studies (new course)
Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course)
Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Appendix B: Program Schedule

Family Life Studies
4-Year Plan* (120 Credits)

Fall Semester Year 1				Spring Semester Year 1		
Department	Course No.	Credits		Department	Course No.	Credits
FCHD	1010	3		FCHD	2400	3
**FCHD	1500 (BSS)	3		FCHD	2450	3
ENGL	1010 (CL)	3		FCHD	CS, FR, or HD	3
***MATH	1010	4		STAT	1040 (QL)	3
OSS 1400 or USU 1000				**Breadth Requirement		3
or Pass 6 CIL exams						
**Breadth Requirement		3				
	TOTAL	16			TOTAL	15

Fall Semester Year 2				Spring Semester Year 2		
Department	Course No.	Credits		Department	Course No.	Credits
FCHD	CS, FR, or HD	3		FCHD	CS, FR, or HD	3
FCHD	3350	3		FCHD	3100	3
PSY	2800 (QI)	3		ENGL	2010 (CL)	3
**Breadth Requirement		3		**Breadth Requirement		3
Electives		3		**Breadth Requirement		3
	TOTAL	15			TOTAL	15

Fall Semester Year 3				Spring Semester Year 3		
Department	Course No.	Credits		Department	Course No.	Credits
FCHD	4220	3		FCHD	CS, FR, or HD	3
FCHD	3130 (QI)	3		FCHD	CS, FR, or HD	3
FCHD	3210 (CI)	3		Communicative Intensive (CI)		3
FCHD	CS, FR, or HD	3		Depth Science (DSC)		3
Electives		3		Electives		3
	TOTAL	15			TOTAL	15

Fall Semester Year 4				Spring Semester Year 4		
Department	Course No.	Credits		Department	Course No.	Credits
FCHD	4820	3		FCHD	4830	3
FCHD	CS, FR, or HD	3		FCHD	CS, FR, or HD	3
FCHD	CS, FR, or HD	3		Electives		9
Depth Humanities & Arts (DHA)		3				
Electives		2				
	TOTAL	14			TOTAL	15

CS = Consumer Sciences   FR = Family Relations   HD = Human Development

Courses can be taken in any order as long as prerequisites have been met.

At least 2 of the six Breadth Requirements must have a USU prefix.

FCHD 2400 or 2450 may also be counted toward the Breadth Exploration requirement.

***Math 1010 is not taught online, it is taught via correspondence using a CD Rom.

<center>Appendix C: Faculty</center>

Scot M. Allgood, Ph.D., Associate Professor, MFT Program Director

EDUCATION:

Brigham Young University	1985-1988	Ph.D. Marriage and Family Therapy
Montana State University	1983-1985	M.S. Marriage and Family Therapy
Weber State College	1980-1983	B.S. Family Relations

PROFESSIONAL EXPERIENCE:

2005-present	Director, MFT Program, Department of Family and Human Development, Utah State University, Logan, Utah.
1992-present	Associate Professor, Department of Family and Human Development, Utah State University, Logan, Utah.
2002-present	Bear River Mental Health, Supervisor, Logan, Utah.
1993-1999	Partner and Therapist, Evergreen Family Therapy, Logan, Utah.
1988-1992	Assistant Professor, Department of Family and Child Development, Auburn University, Auburn, Alabama.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist – Utah
AAMFT Clinical Member
AAMFT Approved Supervisor

PROFESSIONAL AFFILIATIONS:

American Association for Marital and Family Therapy Clinical Member 1988-present
Approved Supervisor 1989-present
Alabama Association for Marital and Family Therapy Member 1988-1992
Utah Association for Marital and Family Therapy Member 1985-1988, 1992-present
National Council on Family Relations Professional Member 1986- present; Student Member 1982-1986
Alabama Council on Family Relations Member 1988- 1992
Utah Council on Family Relations Member 1982-1988, 1992-present

Troy E. Beckert, Ph.D., Assistant Professor

EDUCATION:

Ph.D. Educational Psychology   May 1998 Arizona State University
          Area of concentration: Life Span Development
          Dissertation Title: Fathers and Early Adolescents: The Parent Success Indicator
M.A. Educational Psychology   May 1995 Arizona State University
          Area of Concentration: Life Span Development

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Thesis Title: Determining the Success of Grandparent Education.
B.A. Psychology May 1989 Arizona State University
Minor in Italian

PROFESSIONAL EXPERIENCE:

2003 - present   Assistant Professor, Utah State University
1998 - 2003   Adjunct Professor, Northern Arizona University

Lisa Boyce, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D   Family and Human Development, Utah State University, May 1999
M.Ed.   Psychological Services, Idaho State University, August 1992
B.S.   Psychology, Idaho State University, May 1991
A.A.S.   Pre-Technical Biology, Ricks College, April 1989

PROFESSIONAL EXPERIENCE:

9/07 to present   Research Assistant Professor, Family, Consumer, and Human Development
9/05 to present   Research Scientist Emma Eccles Jones Early Childhood Center, Utah State University
5/04 to present   Research Scientist, Early Intervention Research Institute, Utah State University
5/99 to 5/04   Senior Research Associate, Early Intervention Research Institute, Utah State University
1/04 to present   Research Assistant Professor, Family, Consumer, and Human Development Department, Utah State University
9/99 to present   Rural Parent Support Consultant, State of Idaho, Developmental Disabilities Program, Child Development Center
10/00 to present   Head Start Outcomes Specialist for Utah.
5/99 to 1/04   Instructor, Department of Family and Human Development, Utah State University
1/97 to 5/99   Research Assistant, Early Intervention Research Institute, Utah State University
7/96 to 5/99   Coding Supervisor, Dept. of Family and Human Development, Utah State University
3/96 to 12/96   Research Assistant, Planning for Care Project, Utah State University
9/95 to 3/96   Teaching Assistant for Human Development, Utah State University
1/92 to 7/95   Clinician/Psychologist, State of Idaho, Developmental Disabilities Program, Child Development Center.

PROFESSIONAL AFFILIATIONS:

Society for Research in Child Development
International Society of Infant Studies

Carrie Dabb, M.S., Distance Education Specialist

EDUCATION:

B.S.	1992	Family and Human Development, Utah State University
M.S.	1997	Family and Human Development, Utah State University

PROFESSIONAL EXPERIENCE:
1997 to present – Online course instructor and Instructional Designer, USU FACT Center
Certified Blackboard Vista Administrator

Lucy Delgadillo, Ph.D., Associate Professor

EDUCATION:

2000	Ph.D. Family Life: Human Environments. Utah State University, Dissertation: *A model of factors correlated to homeownership: The case of Utah*.
1996	M.S. Political Sciences. Utah State University, Thesis: *The 1994 presidential campaign in Costa Rica: An emotional approach*.
1994	B.S. Communications: Journalism. University of Costa Rica
1991	B.A. General Broadcasting and Sociology. Murray State University, Kentucky

PROFESSIONAL EXPERIENCE:

July 2008 to present	Associate Professor, Family, Consumer and Human Development, Utah State University
January 2000-present	Assistant Professor, Family, Consumer and Human Development, Utah State University
July 97-Dec 99	Research/Teaching Assistant- Human Environments Department, Utah State University
Summer 1997	Statistics and Analysis Consultant for Dr. Doris William, University of Moscow, Idaho.
Winter 1996	Research Associate, Competitive Enterprise Institute, Washington, D.C.
Sept 1993- June 1995	Research./Teaching Assistant- Political Science Department, Utah State University
Jan 1992- Aug 1993	Journalist -Newspaper - La Nación, San José, Costa Rica

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interest, 2001-present
American Association of Housing Educators 1996- present
Phi Kappa Phi (National Honor Society), 1995-present
Member of Kappa Tau Alpha (National Journalism Honor Society), 1991-present

Susan L. Ericksen, M.S., Lecturer, Practicum Coordinator

EDUCATION:

M.S.   Family & Human Development, Utah State University, 1995
B.S.   Family & Human Development, Utah State University, 1991
A.D.   Nursing, Weber State College, 1983

PROFESSIONAL EXPERIENCE:

July, 1995-present	Lecturer/Practicum Coordinator, Department of Family, Consumer, & Human Development, Utah State University,
July 1995-June, 2003	Undergraduate Advisor, Department of Family, Consumer, and Human Development, Utah State University
January, 1994-July, 1995	Practicum Coordinator, Department of Family, Consumer, and Human Development, Utah State University
July, 1998-January, 2000	Marriage & Family Therapist, LDS Family Services
October, 1997-July, 1998	Marriage & Family Therapist, Associated Psychotherapists, Brigham City, UT, Licensed Marriage & Family Therapist,
Nov, 1983-July, 1993	Registered Nurse, Labor & Delivery, Logan Regional Hospital, Logan, UT

PROFESSIONAL LICENSE:

Marriage & Family Therapy Licensure, #97-212052-3902, State of Utah
Registered Nurse Licensure, #83-212052-3102, State of Utah

PROFESSIONAL AFFILIATIONS:

2003-present	Teaching Family Science Association
1991-present	National Council on Family Relations,
1991-present	Utah Council on Family Relations
1996-present	Association of Mormon Counselors & Psychotherapists (AMCAP)
1993-2001	American Association of Marriage & Family Therapy
1996-2001	National Association of Academic Advisors (NACADA)

Elizabeth Fauth, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D	2005	Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
M.S	2002	Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
B.S.	2000	Psychology, Syracuse University

PROFESSIONAL EXPERIENCE:

2007- Present   Research Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University
2006-2007   Adjunct Instructor, Department of Family, Consumer, and Human Development, Utah State University.
2006   Consultant and Co-PI for the District of Columbia Caregiver Institute, DCCI
2006   Consultant Researcher for Montgomery County Caregiver Program
2005-2006   Research Associate, Department of Human Development and Family Studies, Penn State University.

PROFESSIONAL AFFILIATIONS:

Gerontological Society of America Member (2000-Present)
American Psychological Association Member (2002-Present)
Member of APA Division 20: Adult Development and Aging

V. William Harris, Ph.D., Lecturer/Coordinator

EDUCATION:

Ph.D.   2006 College of Education and Human Services – Family, Consumer, and Human Development: Utah State University.
M.S.   1999 Family and Human Development: Utah State University.
Graduate Coursework   1992-1993 Education and Counseling: University of Phoenix.
Graduate Coursework   1991-1992 Middle East Studies: University of Utah.
B.S. Magna Cum Laude 1988 Psychology: Brigham Young University

PROFESSIONAL EXPERIENCE:

2006-Present   Program Advisor/Recruitment Coordinator/Lecturer at USU: Online *Family Life Studies* Bachelor's Program.
2005-Present   Research, Marketing, and Survey Development: ThinkTroop; Consultant: Alpine Testing Solutions.
1986-2005   Instructor: Public Education

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations
Utah Council on Family Relations
Family Science Association

Melanie D. Jewkes, M.S., Extension Assistant Professor

EDUCATION:
M.S.   2006 – 2008 Utah State University. Major: Family, Consumer, Human Development, emphasis in Consumer Sciences

Thesis Title: *An Assessment of Housing Affordability in Cache County, Utah*
B.S., Magna Cum Laude 2003 – 2006 Utah State University. Major: Family, Consumer, Human Development, emphasis in Family Finance

PROFESSIONAL EXPERIENCE:

2008 – present	Assistant Professor, Family and Consumer Sciences and 4-H, Utah State University Extension Duchesne County, Duchesne, Utah
2006 – 2007	Housing and Financial Counselor & Clients on Hold Coordinator, Family Life Center, Utah State University, Logan, Utah.
2006 – 2007	Graduate Teaching Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2006	Bankruptcy Research Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2005 – 2007	Family Finance Graduate Student & Food Preservation Intern, Utah State University Extension Cache County, Logan, Utah

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education
Epsilon Sigma Phi
Illinois Consumer Education Association
National Association of Extension 4-H Agents
National Extension Association of Family and Consumer Sciences

Alena Johnson, M.S., Lecturer

EDUCATION:

MS	Utah State University, Consumer Science	August 2001
BS	Utah State University, Family Finance	May 1999
AA	Brigham Young University, General Education	August 1989

PROFESSIONAL EXPERIENCE:

Fall 1999 to Present	Utah State University, Instructor
June 1998 - May 2000	Family Life Center, Assistant Director
June 1998- September 1998	Neighborhood Nonprofit Housing Corporation

PROFESSIONAL LICENSE:

Accredited Financial Counselor, Association of Financial Counseling and Planning Education, August 1999
Certified Solution Focused Financial Coaching trainer.

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education

David Law, Ph.D., Extension Associate Professor, Uintah Basin Campus

EDUCATION:

Ph.D.   Brigham Young University

PROFESSIONAL EXPERIENCE:

July 2007 to present –	Associate Professor, Family, Consumer, and Human Development, Uintah Basin Campus
2001 to 2007 -	Assistant Professor , Family, Consumer, and Human Development, Uintah Basin Campus
	Five years as Visiting Professor and Adjunct Professor – Brigham Young University
	15 years practicing Marriage and Family Therapist in a variety of settings.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist

PROFESSIONAL AFFILIATIONS:

Clinical Member – The American Association For Marriage And Family Therapy.
Member – National Council on Family Relations

Thomas R. Lee, Ph.D., Professor, Department Head

EDUCATION:

Ph.D.	1982	Family & Child Development, Virginia Polytechnic Institute & State University, Blacksburg, VA. Dissertation: *Sibling Relationships in Adulthood.*
M.S.	1979	Family & Human Development, Utah State University, Logan, UT.
B.A.	1977	Sociology, University of Utah, Salt Lake City, UT.

PROFESSIONAL EXPERIENCE:

2004- Present	Department Head, Department of Family, Consumer, and Human Development, Utah State University.
2002 - 2004	Interim Department Head, Department of Family, Consumer, and Human Development, Utah State University.
1998-1999	Interim Associate Dean for Extension, College of Family Life, Utah State University.
1995-present	Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1989-1995	Associate Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1982-88	Assistant Professor and Extension Specialist, Department of Family and Human

Development, Utah State University.

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations, 1978-present
Utah Council on Family Relations, 1978-79, 1982-present
North American Society for Adlerian Psychology, 1991-1994
National Association of Extension 4-H Workers, 1988-1990
Western Gerontological Society, 1984-85

Yoon Lee, Ph.D., Associate Professor

EDUCATION:

Ph.D.   Consumer and Family Economics, University of Missouri-Columbia, 1995.
M.S.   Family Ecology, University of Utah, 1990.
B.S.   Household Management, Kookmin University, Seoul, Korea, 1983.

PROFESSIONAL EXPERIENCE:

Associate Professor, Department of Family, Consumer, and Human Development, Utah State University,
April 2006 – current.
Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University,
August 2000 – April 2006.
Research Fellow, Korean Family Life Improvement Center, July 1997 – December 1999.
Instructor, Kookmin University, Department of Home Economics Education, August 1996 –December 1999.

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interests, 1993 – present
Asian Consumer and Family Economics Association, 1997 - present
Western Family Economics Association, 2000 - present
Association for Financial Counseling and Planning Education, 2000, 2005
Gerontological Society of America, 2005

Shana Rene Morris, M.S., Part-Time Instructor

EDUCATION:

Bachelor of Science   1987   University of North Carolina at Greensboro Major: Home
                                     Economics Education (Cum Laude)
Master of Science   1990   Utah State University. Major: Home Economics and Consumer
                                     Education

PROFESSIONAL EXPERIENCE:

1992-1996	Utah State University – Adjunct Faculty
1991-1992	Utah State University – Research Associate Center for Persons with Disabilities

PROFESSIONAL AFFILIATIONS:

Member, Phi Upsilon Omicron National Home Economics Honor Society, 1998-89 Member, Golden Chain Honor Society, 1986-87

Kaelin M. Olsen, M.S., Lecturer

EDUCATION:

B.S.	1996	Family and Human Development Utah State University
M.S.	2004	Family, Consumer, and Human Development Utah State University

PROFESSIONAL EXPERIENCE:

2004-present	Lecturer, Department of Family, Consumer, and Human Development, Utah State University
2002-2003	Coordinator, Bridgerland Child Care Resource and Referral
1997-2001	Interviewer/Assessor, Bear River Early Head Start Local Research Partnership, Utah State University
2000	Research Assistant, Pedres Como Maestros, Paraguay

PROFESSIONAL AFFILIATIONS:

National Association of the Education for Young Children

D. Kim Openshaw, Ph.D., Associate Professor

EDUCATION:

Ph.D.	Brigham Young University, Provo, Utah, August 1978. Fields: Family Studies, Human Development and Sociology. Dissertation: The Development of Self-Esteem in the Child: Model Theory versus Parent-Child Interaction
MSW	University of Utah, Salt Lake City, Utah, June 1976. Graduate Course Work: Clinical Social Work–Mental Health, and Marriage and Family Therapy.
BA	Psychology, University of Utah, Salt Lake City, Utah, June 1973. Major: Psychology; Minor: German

PROFESSIONAL EXPERIENCE:

1990 - present	Associate Professor of Family, Consumer, and Human Development, and Marriage and Family Therapy: Department of Family, Consumer, and Human

	Development, Utah State University
1990 - present	Adjunct Associate Professor of Clinical Psychology: Department of Psychology, Utah State University
1990 - present	Adjunct Associate Professor of Women's Studies: Department of Women's Studies, Utah State University
1986-1990	Associate Professor of Family and Human Development and Associate Director of the Laboratory for Research on Adolescence: Department of Family and Human Development, Utah State University
1986-1990	Associate Professor: Developmental Psychology, Utah State University
1985-1986	Associate Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University
1985-1986	Marriage and Family Therapist: Utah State University Counseling Center
1985-1986	Associate Professor: Developmental Psychology Program, Utah State University
1982-1985	Assistant Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University
1982-1985	Marriage and Family Therapist: Utah State University Counseling Center
1982-1985	Assistant Professor: Developmental Psychology Program, Utah State University
1981-1982	Assistant Professor of Family and Human Development: Department of Family and Human Development, Utah State University
1979-1981	Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout
1979-1981	Child Development and Family Life Specialist: University of Wisconsin-Stout
1978-79	Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout

PROFESSIONAL LICENSE:

Licensed Clinical Social Worker and Certified Social Worker
State of Utah; Licensed Marriage and Family Therapist and Approved Supervisor, State of Utah
AAMFT Clinical Member
AAMFT Approved Supervisor
Certified Clinical Hypnotherapist & Consultant in Clinical Hypnotherapy
Full Staff Member, Division of Psychiatry, Logan Regional Hospital
Affiliate Sex Offender Therapist for the State of Utah

PROFESSIONAL AFFILIATIONS:

Chair and creator, Cache Sexual Issues Coalition, Logan, Utah, January, 2000 to present
Phi Kappa Phi, Utah State University, 1995
The American Society of Clinical Hypnosis
American Association for Marriage and Family Therapy, Clinical Member and Approved Supervisor
Utah Association for Marriage and Family Therapy
National Council on Family Relations
Utah Society of Clinical Hypnosis

Kathleen W. Piercy, Ph.D., Associate Professor

EDUCATION:

Ph.D.	1992-1996 Virginia Tech, Major: Family Studies; Graduate Certificate in Gerontology. Dissertation Title: *Family Ties and Care for Aged Parents at Home*
M.S.W.	1973-1974 Tulane University
A.B., Cum Laude	1969-1972 St. Louis University, Major: Psychology; Minor: Sociology

PROFESSIONAL EXPERIENCE:

2002-present	Associate Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1996-2002	Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1993	Teaching Assistant, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1993	Research Assistant, Center for Gerontology, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1992-1993	Field Study Coordinator, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia

PROFESSIONAL AFFILIATIONS:

Association for Gerontology in Higher Education
Gerontological Society of America
Southern Gerontological Society
National Council on Family Relations
Utah Council on Family Relations
Kappa Omicron Nu National Honor Society

Cindy R. Stokes, Part-Time Instructor, Co-Director Housing and Financial Counseling Program

EDUCATION:

M.S.	*2009 Utah State University, Major: Consumer Science with an emphasis in Family Finance. Thesis topic: Reverse Mortgages. (* ABT: expected graduation)
B.S.	2003 Utah State University, Major: Family and Consumer Science, Minor: Family Finance. Graduated Summa Cum Laude
A.S.	1979 Weber State College, Major General Studies with an emphasis in Consumer Science. Graduated with High Honors.

PROFESSIONAL EXPERIENCE:

Fall, 2004 – current   Graduate Instructor, Family and Human Development, Utah State University

FCHD 5950-Financial Counseling Practicum 2006-current	Spring/Summer/Fall sections
FCHD 2100-Family Resource Management 2008-current	Spring/Fall sections
FCHD 2100-Family Resource Management (online)	Summer 2008-current
FCHD 3350-Fammily Finance current	Summer sections 2005-
FCHD 4460-Financial Counseling	Fall 2005
FCHD 3340-Housing: Societal and Environmental Issues	Fall 2004

Fall, 2007 – current   Co-director, Family Life Center – Housing and Financial Counseling Services, Utah State University

Spring, 2003 – current   Housing, Financial, and Reverse Mortgage Counselor, Family Life Center – Housing and Financial Counseling Services, Utah State University

PROFESSIONAL AFFILIATIONS:

2003 - current   Member, Association for Financial Counseling and Planning Education (AFCPE)

Susan Talley, Ph.D., Associate Professor

EDUCATION:

Ph.D. 2000   The University of Toledo, Major: Educational Psychology, Minor: Social Foundations of Education. Dissertation Title: *Attachment and prosocial behavior in pre-adolescents: Testing a Social Cognitive Learning Model.*

M.S. 1994   Utah State University, Family and Human Development, Thesis Title: *The effects of a CD-ROM storybook on Head Start Children's Emergent Literacy*

B.S. 1984   Brigham Young University, Recreation Administration

PROFESSIONAL EXPERIENCE:

Jan 2008 – Current   Associate Professor, Family, Consumer, and Human Development, Utah State University, Snow College Campus

Fall 2007 – 2008   Assistant Professor, Family, Consumer, and Human Development, Utah State University, Snow College Campus

Fall, 2000 - 2006:   Assistant Professor, Family and Human Development, Utah State University, Uintah Basin Campus

Spring/Summer, 2000   Adjunct Faculty, Weber State University.

1998-1999   Head Teacher: Taught second and third grade students in the Hilltop Emergent

Literacy Program in Toledo, Ohio.

Spring, 1998   Instructor: Child Development for teacher education students at the University of Toledo.

9/94-99   Hilltop Emergent Literacy Program Coordinator: Toledo, Ohio.

Spring, 1994   Lab Instructor, Utah State University, Logan, Utah.

PROFESSIONAL AFFILIATIONS:

1994-2004 Society for Research in Child Development

1996-2004 National Council on Family Relations

1995-1997; 2001-2004 American Educational Researchers Association

1986-1987 Chair, National Recreation and Parks Association, Religion and Recreation Committee

1985-1986 Vice-Chair, National Recreation and Parks Association, Religion and Recreation Committee

1983-1987 National Recreation and Parks Association

Student Satisfaction

Student Satisfaction Survey
Upon Completion of Pre-Major Requirements

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with						

respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:

	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent does your course work in your major improve the following skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in most of my classes						
I actively participate in most class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from most of my instructors when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in most courses						
My education from FCHD is important to me						

1. Please choose one reason why you chose to major in FCHD
   ❑ Personal interest
   ❑ Preparing for a higher degree program
   ❑ Easier major than others
   ❑ Career goals
   ❑ Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
   ❑ Yes (Go to Q.3)
   ❑ No (Go to Q.4)

4. What is your employment plan?
   ❑ To get a full-time job in FCHD major related fields
   ❑ To get a part-time job in FCHD major related fields
   ❑ To get a full-time job regardless of FCHD major
   ❑ To get a part-time job regardless of FCHD major
   ❑ To go to a graduate school with FCHD related major
   ❑ To go to a graduate school with a different major
   ❑ Other
   ❑ Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
   ❑ 2.0-2.4
   ❑ 2.5-2.9
   ❑ 3.0-3.4
   ❑ 3.5-4.0
   ❑ Don't know

6. Where do your parent(s) or your family live?
   - ❑ Utah
   - ❑ Idaho
   - ❑ Another state in the U.S.
   - ❑ Outside the U.S.

7. Please indicate your sex
   - ❑ Male
   - ❑ Female

8. Please indicate your racial/ethnic background
   - ❑ African-American
   - ❑ Asian
   - ❑ Non-Hispanic White
   - ❑ Hispanic
   - ❑ Native American/Islander
   - ❑ Other
   - ❑ Don't know
   - ❑ Refuse to answer

9. What is your age? _____

Student Satisfaction Survey
Upon Completion of the FCHD Senior Capstone Project

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						

Your preparation for graduate school (if applicable)						

Has your program of study provided you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of						

class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent has your course work in your major improved the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						
To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in class						
I actively participate in class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from instructor when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in the course						
My education from FCHD is important to me						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply

Would you recommend FCHD major to other people (e.g., a friend or relative)?						

1. Please choose one reason why you chose to major in FCHD
   - ❑ Personal interest
   - ❑ Preparing for a higher degree program
   - ❑ Easier major than others
   - ❑ Career goals
   - ❑ Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
   - ❑ Yes (Go to Q.3)
   - ❑ No (Go to Q.4)

4. What is your employment plan?
   - ❑ To get a full-time job in FCHD major related fields
   - ❑ To get a part-time job in FCHD major related fields
   - ❑ To get a full-time job regardless of FCHD major
   - ❑ To get a part-time job regardless of FCHD major
   - ❑ To go to a graduate school with FCHD related major
   - ❑ To go to a graduate school with a different major
   - ❑ Other
   - ❑ Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
   - ❑ 2.0-2.4
   - ❑ 2.5-2.9
   - ❑ 3.0-3.4
   - ❑ 3.5-4.0
   - ❑ Don't know
   - ❑ Refuse to answer

6. Where do your parent(s) or your family live?
   - ❑ Utah
   - ❑ Idaho
   - ❑ Another state in the U.S.
   - ❑ Outside the U.S.

7. Please indicate your sex
   - ❑ Male
   - ❑ Female

8. Please indicate your racial/ethnic background
   - ❑ African-American
   - ❑ Asian
   - ❑ Non-Hispanic White
   - ❑ Hispanic
   - ❑ Native American/Islander
   - ❑ Other
   - ❑ Don't know
   - ❑ Refuse to answer

9. What is your age? _____

Job Placement Survey

Student Satisfaction Survey
FCHD Post-Graduate

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varied from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Looking back, are you satisfied with the following aspects of your FCHD education in general:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content was in most courses in your major in FCHD						
How interesting the teaching was in most courses in your major in FCHD						
How available courses were in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising was in your major in FCHD						
How easy it was to get in to see an academic advisor						
How helpful and accurate the career counseling was in your major in FCHD						
How challenging the work was intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						
Your preparation for graduate school (if applicable)						

Did your program of study provide you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						

Looking back, to what extent are you satisfied with the teaching and learning environment in the FCHD courses you took:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						

Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent do you agree or disagree that your degree in FCHD has prepared you for the job market with the following skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply
Would you recommend FCHD major to other people (e.g., a friend or relative)?						
	Fully Qualified	Well Qualified	Somewhat Qualified	Poorly Qualified	Don't know	Does not apply
Compared with other employees in your workplace, how well do you feel qualified?						

1. Please choose one reason why you chose to major in FCHD
   - ❑ Personal interest
   - ❑ Preparing for a higher degree program
   - ❑ Easier major than others
   - ❑ Career goals
   - ❑ Other

2. What was your employment plan after finishing your undergraduate program?
   - ❑ To get a full-time job in FCHD major related fields
   - ❑ To get a part-time job in FCHD major related fields
   - ❑ To get a full-time job regardless of FCHD major
   - ❑ To get a part-time job regardless of FCHD major
   - ❑ To go to a graduate school with FCHD related major
   - ❑ To go to a graduate school with a different major
   - ❑ Other
   - ❑ Don't know

3. Are you working currently?
   - ❑ Yes (go to Q. 4)
   - ❑ No (go to Q. 6)

4. How long have you been working at the current job?
   - ❑ Less than six months
   - ❑ Six months to one year
   - ❑ One year to second year
   - ❑ More than 2 years

5. What is your employment status in your current job?
   - ❑ Full-time for 12 months
   - ❑ Full-time for 9 months
   - ❑ Part-time for 12 months
   - ❑ Part-time for 9 months
   - ❑ Temporary position
   - ❑ Other (e.g., own business)
   - ❑ Don't know

6. Is your job in a field related to your major in FCHD?
   - ❑ Yes
   - ❑ Somewhat
   - ❑ No

7. How many jobs have you had including the current job since you have graduated?
   - ❑ None
   - ❑ 1
   - ❑ 2 or 3
   - ❑ More than 4
   - ❑ Don't know

The following questions are about your personal information for classification

8. What was your overall grade point average?
   - ❑ 2.0-2.4
   - ❑ 2.5-2.9
   - ❑ 3.0-3.4
   - ❑ 3.5-4.0
   - ❑ Don't know

        ❑   Refuse to answer

9. Where did your parent(s) or your family live during your college days?
   - ❑ Utah
   - ❑ Idaho
   - ❑ Another state in the U.S.
   - ❑ Outside the U.S.

10. Where do you live now?
    - ❑ Utah
    - ❑ Outside Utah in Western U.S
    - ❑ Midwestern U.S
    - ❑ Northeastern U.S
    - ❑ Southeastern U.S
    - ❑ Outside the U.S

11. Please indicate your sex
    - ❑ Male
    - ❑ Female

12. Please indicate your racial/ethnic background
    - ❑ African-American
    - ❑ Asian
    - ❑ Non-Hispanic White
    - ❑ Hispanic
    - ❑ Native American/Islander
    - ❑ Others
    - ❑ Don't know
    - ❑ Refuse to answer

13. What is your age? _____

Formative Evaluation Example

Please answer the following questions for UNIT TWO, the finance portion of FCHD 1010.
Did you like the activities in class such as the bean game, the ball game, the group projects, etc. WHY?

How did you feel about the budgeting assignment?

How did you feel about the checkbook register assignment?

How did you feel about the Habitudes assignment?

What would you like to change about this unit of the class?

What would you definitely keep for this unit of the class?

Distance Education Online Course Evaluation

Online Course Evaluation Rubric

Rubric Standards with Assigned Point Values

		Standard	Points
Course Overview & Introduction	I.1	The course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.	3
	I.2	A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	3
	I.3	Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.	2
	I.4	All pages are visually and functionally consistent throughout the course.	2
	I.5	The self-introduction by the instructor is appropriate and available online.	2
	I.6	Students are requested to introduce themselves to the class.	1
	I.7	Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1
Learning Objectives	II.1	The course learning objectives describe outcomes that are measurable.	3
	II.2	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	II.3	The learning objectives are stated clearly and written from the students' perspective.	2
	II.4	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	2
	II.5	The learning objectives address content mastery, critical thinking skills, and core learning skills.	2
Assessment & Measurement	III.1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	III.2	The course grading policy is stated clearly.	3
	III.3	Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3
	III.4	The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2
	III.5	"Self-check" or practice types of assignments are provided for timely student feedback.	1
Resources and Materials	IV.1	The instructional materials support the stated learning objectives.	3
	IV.2	The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	3
	IV.3	The purpose of each course element is explained.	2
	IV.4	The instructional materials are logically sequenced and integrated.	1
	IV.5	All resources and materials used in the course are appropriately cited.	1
Learner Engagement	V.1	The learning activities promote the achievement of stated learning objectives.	3
	V.2	Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3
	V.3	Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.).	3
	V.4	The requirements for course interaction are clearly articulated.	2

	V.5	The course designe prompts the instructor to be active and engaged in providing student feedback in a timely manner.	2
	V.6	The course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.	1
Course Technology	VI.1	The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3
	VI.2	The tools and media enhance student interactivity and guide the student to become a more active learner.	2
	VI.3	Technologies required for this course are either provided or easily downloadable.	2
	VI.4	The course components are compatible with existing standards of delivery modes.	1
	VI.5	Instructions on how to access resources at a distance are sufficient and easy to understand.	1
	VI.6	The course design takes full advantage of available tools and media.	1
Learner Support	VII.1	The course instructions articulate or link to a clear description of the technical support offered.	2
	VII.2	Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2
	VII.3	Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	1
	VII.4	Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.	1
Accessibility	VIII.1	The course acknowledges the importance of ADA requirements.	3
	VIII.2	Course pages and course materials provide equivalent alternatives to auditory and visual content.	1
	VIII.3	Course pages have links that are self-describing and meaningful.	1
	VIII.4	The course demonstrates sensitivity to readability issues.	1

To meet review expectations a course must: Answer 'Yes' to all 3-point standards; I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1 AND earn 70 or more points.

Utah State University Online Course Evaluation

<div align="center">

UNIVERSITY
ONLINE COURSE EVALUATION

</div>

Student evaluations are important in assessing the effectiveness of online courses. Please respond h and candidly. Mark "Not Applicable" for any statement that does not apply to this course. Your n will be kept **anonymous** and the instructor will not be given any evaluation information until after grades are posted.

EXCELLENT   VERY   GOOD   FAIR   POOR   VERY
GOOD   POOR

I. General Evaluation
1.   The overall quality of this course was:
2.   The instructor's effectiveness in teaching the subject matter was:

II. Evaluation of Course Instructions, Content, and Grading
1.   Clarity of course objectives.
2.   Clarity of instructions about what I needed to do for the course.

3.   Organization of course content.
4.   Relevance of assignments to course content.
5.   Relevance of quizzes and exams to course content.
6.   Fairness of grading procedures.
7.   Usefulness of online materials (e.g., readings, audio, video, simulations)
8.   Usefulness of the textbook/readings.
9.   Instructor's responses to my questions.
10.   Extent to which the workload for this course was reasonable.

III. Evaluation of Technology Used in the Course

1.   Ability to access the online readings required for this course.
2.   Ability to access audio, video, and/or graphics required for this course.
3.   Usefulness of online discussion groups available for this course.
4.   Instructions provided about how to use the technology required for this course.
5.   Helpfulness of the Continuing Education Staff in answering questions and solving problems.
6.   The method used to submit assignments for this course.
7.   The method used to take quizzes and exams for this course.
8.   Organization of the course homepage.
9.   Overall effectiveness of the use of technology to teach the material -in this-course.

IV. Information. About You and Your Computer

1.   My Internet Connection is best described as: C) Cable   DSL   LAN   Dial-Up Modem   Don't know
2.   How easy was the library database access: Easy   Difficult   Never Worked   NA
3.   The number of online courses I have taken before this one is: None One   Two   3 - 5   More
4.   My age is: 18-20   21 -25 26-35 36-45 46 or older
5.   During a typical week I spent _____ hrs. on this course. 1 - 2 hrs 3 - 4 hrs 5 - 9 hrs 10 -15 hrs More.
6.   I took this course online because: (Mark all that apply)
                _____It will allow me to graduate on time.
                _____ I prefer online courses because I have a learning style that works better with online learning than traditional courses
                _____Online courses fit my schedule.
                _____This course is only offered in an online format.
                _____It is inconvenient for me to go to a location where face-to-face courses are taught.

V. Open Ended Questions

1.   What aspects of the **teaching and content** of this course do you feel were especially good?

2.   What changes could be made to improve the **teaching and content** of this course?

3.   What aspects of the **use of technology** in this course did you feel were especially good?

4.   What changes could be made to improve the **use of technology** in this course

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University–Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management–Action Item.</u>

<u>Issue</u>

Officials at Utah State University (USU) request approval to offer a Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management effective, Spring Semester 2009. The USU Institutional Board of Trustees approved this program on the 27 of June 2008. The Regents' Program Review Committee approved the proposed degree on October 14, 2008.

<u>Background</u>

The proposed Master of Science in Anthropology is designed to meet the demand in the Intermountain Region and western United States for trained professionals able to meet the requirements for certification on the Register of Professional Archaeologists. The minimum degree for this certification increasingly required by government regulation is a Master's degree. The purpose of the degree is to prepare graduates for highly employable careers in both public and private sectors as archaeologists in the Cultural Resource Management industry. The Master's degree will also prepare students intending to pursue the Ph.D. at other institutions.

Opportunities for Utah State University undergraduate students to gain experience in archaeology became a regular part of the Anthropology program in 1988 and were expanded when an undergraduate major began in 1994. The location of Utah State University in the Intermountain West, the emphasis of the university on resource science and management, and the growth of the Cultural Resource Management archaeology industry provides opportunities for students to gain hands on experience that has consistently led to employment for Anthropology graduates. External contracting in Cultural Resource Management (CRM) archaeology has brought over $1.3 million to Utah State University since 1988 and provided training and research opportunities for hundreds of students. The curriculum includes foundation coursework in archaeological theory, analyses, and the prehistory of this region of the country; coursework typical of Master's programs in anthropology for students

emphasizing archaeology. The program also includes quantitative skills, Geographic Information Systems, geoarchaeology, museum collections management, and the laws, regulations, and business environment of cultural resource management.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Utah State University offering this degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science in Anthropology with a specialization in Archaeology and Cultural Resource Management, effective Fall Semester, 2009.

_____
William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Master of Science in Anthropology
with a Specialization in Archaeology
and Cultural Resource Management

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

October 15, 2008

Section 1: The Request

Utah State University requests approval to offer a Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management effective Fall Semester 2009. This request was presented to the USU Board of Trustees on 27 June 2008.

Section II: Program Description

The Anthropology Program at Utah State University (USU) is developing a graduate program to offer a Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management to begin in the fall of 2009. This M.S. degree will be offered at the Logan Campus as a traditional, full-time degree program, with Plan A and Plan B options as detailed below and in Appendix A. The purpose of the program is to prepare graduates as archaeologists for highly employable careers in both public and private sectors in the Cultural Resource Management industry. The Master's degree will also prepare students intending to pursue the Ph.D. at other institutions.

Archaeology at Utah State University
Opportunities for Utah State University undergraduate students to gain experience in archaeology became a regular part of the Anthropology program in 1988 and were expanded when an undergraduate major began in 1994. The location of Utah State University in the Intermountain West, the emphasis of the university on resource science and management, and the growth of the Cultural Resource Management archaeology industry provides opportunities for students to gain hands on experience that has consistently led to employment for Anthropology graduates. External contracting in Cultural Resource Management (CRM) archaeology has brought over $1.3 million to Utah State University since 1988 and provided training and research opportunities for hundreds of students.

The USU Anthropology Program also has a long history of running successful archaeology field schools, and these will assume a new level of importance with the development of a graduate program emphasizing archaeology and cultural resource management. The field school is offered in the summer, and has traditionally required faculty to obtain external funding to support most of the costs. Field school faculty have necessarily been required to dedicate a substantial amount of time to identify funding sources, write grant proposals, and conduct the required analyses and write-up in a timely manner. Budgetary support for this endeavor must be regularized as faculty time allotments are shifted to graduate curriculum and advisement, and this is reflected in the proposed budget that includes a graduate assistant position for the field school.

The USU Anthropology Program is acknowledged by government agencies, private sector CRM businesses, and University administrators as a successful example of pragmatic undergraduate education. The faculty have mentored several hundred undergraduate students into CRM archaeology since 1988, using the model of a graduate program for the upper echelons of each student cohort. However, the entry-level degree for advancement in the field of CRM archaeology is a Master's degree, and this was formalized nationally in 1998 with the establishment of the Registry of Professional Archaeologists, as well as being codified into federal and state regulations. The successes of the Utah State University Anthropology program in training undergraduates to enter this field combined with the need for Master's degree graduates has led the USU to seek a

2

Master of Science degree program in Anthropology with a Specialization in Archaeology and Cultural Resource Management.

The Master's of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management Degree Program
The proposed graduate program will require 33 credits of coursework that includes field, laboratory, and internship experiences (Appendices A & B). The program is flexible in that students can choose to complete a traditional Plan A thesis (if they intend to seek a Ph.D.), or select the Plan B option and complete a research-oriented professional paper, or a research-oriented CRM Technical Report (the typical publication of the industry). The program is also flexible in that students can choose internships in field archaeology settings, in a government agency, or in private sector settings depending on their career needs and intentions. The curriculum includes foundation coursework in archaeological theory, analyses, and the prehistory of this region of the country; coursework typical of Master's programs in anthropology for students emphasizing archaeology. The program also includes quantitative skills, Geographic Information Systems, geoarchaeology, museum collections management, and the laws, regulations, and business environment of cultural resource management.

Graduate student assistance will be available through several avenues. Support for graduate/teaching assistantships has been obtained through agreements with the Provost, the Dean of the College of HASS, the Vice President for Research, and the Department. By the second year of the Program, graduate assistantships will also begin to be funded by Utah State University Archaeological Services, a cultural resource management business to be founded in 2009 and described below. USU Archaeological Services will also provide opportunities for employment of unfunded students with work assignments that can be integrated into student research and training. These opportunities will provide some form of support to virtually all of the graduate students accepted into the program, while maintaining the competition for a limited number of partial or full Graduate Assistantships that is typical of graduate programs in anthropology under the philosophy that competition breeds determination, hard work, and quality.

The Anthropology Program is strongly committed to maintaining the high quality undergraduate curriculum that has made graduates of the program so successful in obtaining employment and graduate school opportunities upon graduation. Rather than detracting from this program, faculty recognize an opportunity to enhance the educational experiences of Anthropology undergraduate students through shared learning opportunities, increased laboratory and field experiences, and greater emphasis throughout the program on career training. In other words, the graduate curriculum and supporting programs as developed will enhance learning opportunities for all Anthropology students.

A draft curriculum and course descriptions are provided in Appendix A. The curriculum has been evaluated by the Anthropology faculty for quality of content, frequency of offerings, integration with and concomitant improvement of the undergraduate program, faculty course rotations, and staffing capabilities and needs. Most courses will be offered on a two-year rotation, and several will bring top undergraduate students together with graduate students (Appendix B). The Anthropology faculty has met over the past year and all agree that this is the most appropriate avenue for the Program to evolve at this time.

The Utah State University Museum of Anthropology
A unique aspect of the program is coursework in museum collections management as well as research and internship opportunities in the Utah State University Museum of Anthropology. Growth in the size of archaeological collections and the need to study and manage them is opening up employment opportunities in this aspect of the industry. Curation is a mandatory component of government compliance, and yet there are very few programs that teach the "how to's" of preparing collections for curation facilities. The proposed USU Master's degree program will provide this training.

An additional opportunity is available to students enrolled in the Master's degree program. The Museum of Anthropology is a teaching unit under the Program's umbrella that already offers a certificate in Museum Studies (Appendix D). The certificate program is unique among offerings at Utah's public and private institutions in that a certificate can be earned as a complement to a Bachelor, Master, or Ph.D. degree in any field. The 24-credit certification program, which features supporting coursework from nearly two dozen departments and programs across the USU campus, educates students in museum administration, collections management and care, and interpretation and exhibition skills.

Most students seeking the certificate are undergraduates, but graduate students from other Departments are beginning to seek this certification as well. Master's students who couple an anthropology M.S. with a museum studies certificate will be uniquely qualified (and likely sought after) for positions in cultural resource management firms, government agencies, and museums in Utah and beyond. Anthropology Master's students seeking the certificate in Museum Studies will do so as an addition to their graduate degree. The certificate program already exists, and it is not part of the proposed graduate curriculum. It does, however, provide an additional dimension to the proposed graduate program. Master's students who choose not to pursue the certificate are still required to take the graduate museum course and may still utilize the museum for research and internship experience.

Utah State University Archaeological Services
The Anthropology Program has a long track record of external contracting in cultural resource management. However, this has always been subject to the time constraints of faculty with substantial teaching assignments and research expectations, thus limiting the amount of contracting that can be done.

To expand opportunities and to generate funding, the Program is in the early phases of founding Utah State University Archaeological Services, a cultural resource management firm to be located on the Innovation Campus. This business was proposed to the Provost's Innovation Fund in the Fall of 2006 (Appendix E) and it was funded in 2007 with a planned start-up date of Summer 2009 to coincide with the arrival of the first cohort of graduate students. The primary mission of the company is to provide high quality archaeological services for clients. A secondary mission will be to complement the proposed graduate program in two ways: 1) provide internship, training, employment, and research opportunities for graduate students; and 2) provide financial support for graduate assistantships.

Utah State University Archaeological Services will be directed by an Archaeological Project Director, a full-time, salaried professional staff position. On-campus, tenured, USU anthropology

faculty will serve as Principal Investigators for projects during the start up phase and selectively thereafter. A staff of paid archaeological technicians, interns, and in some cases, credit bearing student technicians will conduct archaeology field projects, perform laboratory analysis, and prepare the reports required by state and federal regulations. Since Utah State University has an established track record in CRM archaeology all state and federal permits for such work are already in hand. An extant client base that includes the Utah School and Institutional Trust Lands Administration, the Bureau of Land Management, the U.S. Forest Service, the Utah Division of Forestry, Fire, and State Lands, USU Departments in the College of Natural Resources, and occasional engineering firms, ranchers, and others will facilitate a successful start-up of this business venture.

The potential for this business to provide fiscal support to the graduate program is central to its founding. The degree of support will depend on agreements between Utah State University, the Vice President for Strategic Ventures and Economic Development, and USU Archaeological Services, as well as decisions about the size of the business. The business and fiscal plan under development are designed so a significant portion of the company profits, as well as a yet undetermined fraction of the university F & A rates applied to contracts will be directed to the Master's degree program. The budget includes revenue projections based on a relatively conservative revenue model for the business.

Utah State University Archaeological Services will be a link with the robust private sector business in archaeology in the Intermountain region that can provide training and research opportunities for students, and fund some aspects of the proposed graduate program that will in turn provide employees for the industry.

Purpose of Degree

The purpose of the program is to meet the demand in the Intermountain Region and western United States for trained professionals able to meet the requirements for certification on the Register of Professional Archaeologists. The minimum degree for this certification increasingly required by government regulation is a Master's degree. The purpose of the degree is to prepare graduates for highly employable careers in both public and private sectors as archaeologists in the Cultural Resource Management industry. The Master's degree will also prepare students intending to pursue the Ph.D. at other institutions.

Institutional Readiness

As indicated in the following sections, staffing, funding, and funding plans to cover the needs of the proposed program are in place. All faculty needed for the proposed graduate program will be on staff as of August, 2008. No new faculty positions will be needed to cover the graduate curriculum as outlined. In addition, funding has been arranged through the Provost's Office and the Dean of the College of HASS to cover a part time Staff Assistant II position to handle tasks associated with the administration of a graduate program, so that the workload of extant departmental staff will not increase substantially.

Careful planning by the Anthropology faculty has ensured that broader programmatic needs and initiatives will not be compromised by the addition of a graduate program in anthropology. Two cultural anthropology faculty members are on phased retirement (Dr. Richley Crapo and Dr. David Lancy) and the Department has submitted paperwork to the College to replace the first, who will

retire in the spring of 2009. Replacement hires for these two positions will build toward a stronger, more focused undergraduate curriculum in Applied Anthropology. Additionally, the recent Brigham City archaeology hire was selected in part because of her ability to teach across the sub disciplines, ensuring that the Program will be able to cover the broader undergraduate curriculum. All Anthropology faculty members remain dedicated to undergraduate instruction on the Logan campus and throughout the system. All of the graduate courses, as well as a full complement of undergraduate courses will be regularly offered, and *all of the faculty will have undergraduate courses in their schedules.*

As indicated below, library resources are adequate, though not ideal. Some infusion of one time and ongoing funds would help to bring the collections in line with library resources in Anthropology at other universities and in the Intermountain West.

Faculty

The Anthropology Program currently has nine tenured/tenure-track faculty: four cultural anthropologists, four archaeologists, and one bioarchaeologist (Appendix C). Seven are based at the Logan campus, one is a new hire at the Brigham City campus, and one is based at the San Juan center in Blanding. The four archaeologists and one bioarchaeologist that will be most actively involved in the Master's program are Dr. Steve Simms, Dr. Bonnie Pitblado, Dr. Patricia Lambert, Dr. Christopher Morgan, and Dr. Emily Jones. Two of these were hired in spring of 2008 in anticipation of the M.S. program through reallocation of an existing position within the Anthropology Program and through the acquisition of a new position in Distance Education at the Brigham City campus. Three of the five are Registered Professional Archaeologists (Appendix C), certified to oversee archaeology projects in Utah and the Intermountain West. The level of faculty support now in place is comparable to similar programs at other institutions and will ensure that the proposed program is competitive (Table 1).

If the Anthropology Program is able to replace all existing faculty positions as these become available through retirements, there will be no immediate need for new faculty lines. In discussions with the Department Chair and the Dean of the College of HASS regarding these issues, strong support has been expressed for maintaining extant Anthropology positions. While the Program will not need new positions to administer the curriculum, the undergraduate and graduate programs as outlined are dependent on maintaining all current positions. In sum, no new faculty will be required in the first five years of the graduate program if Anthropology is able to maintain current staffing.

Staff

As indicated above, the College of HASS and the Provost's office have agreed to provide matching funding to cover a part-time staff assistant (Assistant II, with benefits) and a salary match (with the Department) to cover summer field school faculty instruction. The Program currently relies on a work-study student to staff the front desk and provide student and faculty assistance. With the inception of a graduate program, regularized staff presence at the front desk will be essential for maintaining student records, student-faculty contacts, and other tasks generally performed by office personnel. The Department secretary and administrative assistant will continue to support the Program in capacities such as travel arrangements, grants and contracts administration, and general secretarial support.

Table 1. Data on faculty lines and graduate
student support in comparable programs to the one proposed for USU.

Program	Total anthropology faculty (# of archaeologists & bioarchaeologists)	Nature of financial assistance offered	Number or value of assistance	Source of assistance
Boise State	5 (2.5)	Assistantships	2 full-time	College dean
Univ. of Hawaii	17 (5)	None (but new program & building)	N/A	N/A
University of MD	12 (4)	Assistantships; fellowships	8 ½-time assistantships; 4 fellowships	College dean
University of MT	16 (4)	Assistantships	4 full-time	College dean
Univ. of S Florida	23 (5)	Assistantships ($13,500/yr)	Available to any student who requests one	College dean
Sonoma State	6 (4)	Little aid (most goes to Ph.D. students)	N/A	N/A
St Cloud State	5 (3)	Assistantships	4 ½-time	College dean
Utah State University	9 (5)	Assistantships	2 full-time Yrs 1-2 3 full-time thereafter	College dean/ Provost's office USU Arch. Services

Library and Information Resources

The Merrill-Cazier Library at Utah State University could support a Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management (See report in Appendix F). As indicated in this report, the library collections generally have good coverage for anthropology. Although the support letter indicates that the collection does not have great depth in the areas of archaeology and museum studies, this is not the case for archaeology journals of primary relevance to the proposed graduate program (but remains the case for museum studies and for broader areal coverage in archaeology). Recent package agreements have provided electronic access to a number of important journals that were unavailable only a couple of years ago. The major journal index in the area, *Anthropological Literature*, is available to the USU community. The Library also subscribes to *Anthrosource*, an online archive of journals from the American Anthropological Association, and recently gained subscriptions to a number of anthropology journals through other bundling agreements. In addition, many anthropology journals contain substantial archaeology content, and these may not have taken into account in the report. Appendix G provides a current list of anthropology journals accessible to faculty and staff at USU, with indicators of archaeology content. Nonetheless, it would be useful to enhance the very limited

museum studies collection (Appendix G) and to add a few inexpensive archaeology journals, most notably *Current Research in the Pleistocene*—a glaring omission in the collection. The Program and Anthropology Museum will be looking into ways to fund such subscriptions in the coming years, perhaps through funding matches between the Library and Anthropology faculty or private donors.

As indicated in the Library report, the USU book collections for anthropology are comparable with USU peer institutions (plus the University of Arizona and the University of Utah). The report indicates that the archaeology area is somewhat weaker, particularly for prehistoric archaeology, and recommends some targeted retrospective book buying. Library book acquisition has not been a problem in the past for the Program, and archaeology faculty will need to take a more active role in future book acquisition opportunities to insure that the Program stays current on archaeological literature, particularly that pertaining to the prehistory of the Intermountain West. This is another area where the Program will also explore opportunities to enhance the collection through matching funding. It should be noted that the Program has a small library that includes archaeology volumes and many regional cultural resource management reports, and this will continue to expand with the move toward a stronger CRM focus.

Admission Requirements

Students seeking admission to the Master of Science Program in Anthropology with a Specialization in Archaeology and Cultural Resource Management will be required to meet the following admission requirements:

- A bachelor's degree from an accredited college, with a minimum 3.0 GPA for the last 90 quarter or 60 semester credits earned.
- Three letters of recommendation addressing the applicant's potential for success in the proposed graduate degree program. If applicant has been enrolled in school during the last five years, at least two of the letters must come from persons who are familiar with the student and can make an authoritative assessment of applicant's recent academic progress and success.
- Graduate Record Examination (GRE) general test scores with a minimum of 40th percentile on the verbal test and on the quantitative test.
- A letter of intent providing background about the applicant's training, interests, and experiences, as well as an overview of the applicant's career goals and specific reasons why graduate training an archaeology in important to the applicant.

Student Advisement

Master's students will be expected to have their committee appointed and approved by the end of their second semester in the program. The committee must include at least three faculty members, with one member representing an area of emphasis other than that which is the focus of the student's program of study and thesis. One or more members may be from outside of the department, but outside representation is not required.

Committee appointment forms are reviewed and approved by the Program Director and the Director of Graduate Studies. Upon recommendation of the Program Director and the Director of Graduate Studies, the Dean of the Graduate School will officially appoint the Supervisory Committee.

The chairperson of the Supervisory Committee, in close collaboration with other members of the committee, will guide and direct the program of study as specified in the USU Graduate Catalogue until the program is completed. Students should meet with their supervisory committee at least once annually to discuss program progress.

Any subsequent change in committee membership will require the approval of the Program Director and the Director of Graduate Studies and the Graduate Dean. Changes in committee membership are not allowed within six weeks of the thesis/dissertation defense. Before there is any change in a Supervisory Committee, the Program Director will notify the faculty members involved. In circumstances where a faculty member is unable to fulfill obligations, that person may be replaced on the committee at the recommendation of the major professor and Program Director after reasonable efforts have been made to solicit that person's participation.

All students will discuss their plans for course registration with their advisors prior to registering for courses and prior to dropping or adding any courses. If a student has not selected a permanent advisor, approval should be secured from either the Director of Graduate Studies or the Department Head.

Justification for Gradation Standards and Number of Credits

A total of 33 credits will be required for the Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource management. This number is based on the course requirements needed to train a professional archaeologist, as well as University standards and those of similar anthropology programs at other universities.

In keeping with current Master's level requirements in the Sociology Program of the Department of Sociology, Social Work, and Anthropology, the following minimum and maximum credit loads will be considered full time enrollment:

- o   6 to 10 credits for all students on 20 hour per week assistantships.

- o   9 to 13 credits for all students on less than 20 hour per week assistantships.

- o   9 to 13 credits for all students not on assistantships.

An additional 3 hours of thesis credit may be taken.

All international students will be required to maintain full-time student status. According to the Immigration Service this means that international graduate students must enroll for 9 or more credits, not including duties associated with assistantships. Some exception can be allowed in the following cases:

1. The student is at the end of coursework and needs only a few hours for graduation.
2. The student is ill and has a doctor's statement of verification.

These circumstances will be cleared with the International Student Advisor to avoid any legal status problems.

Students must maintain a cumulative grade point average of 3.0. A supervisory committee can approve no more than two courses with a grade below B within or outside the department towards

the total number of credits required for the Master of Science in Anthropology. Students must earn a grade of C or better in all courses counting toward the M.S. degree.

External Review and Accreditation

In formulating the proposed graduate program, interviews were conducted with program directors of seven anthropology graduate programs similar to the one proposed here (see Table 1 for list of programs contacted). Information was also obtained from web sites of these programs regarding credit requirements, course offerings, and participating faculty. This information served as a basis for program design and the formulation of expectations regarding projected enrollments, funding needs, and so forth.

There is no formal accreditation process for professional archaeologists. However, the goal of the program is to help prepare students to meet the requirements for inclusion in the Registry of Professional Archaeologists (RPA), a certification widely sought after by industry employers. RPA certification requires both a Master's degree and documented field and laboratory experience (Appendix H).

Projected Enrollment

Table 2: Projected five year enrollment.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio
1	4	5	1:1
2	10	5	2:1
3	14	5	3:1
4	16	5	4:1
5	16	5	4:1

Expansion of Existing Program

The proposed program is not an expansion of an existing program.

Section III: Need

Program Need

Cultural resource management (CRM) archaeology provides industry and government agencies with an evaluation of heritage resources that by law have to be "taken into account" prior to the alteration of our public landscapes. CRM is now an institutionalized element of the environmental management industry in the United States and many other countries. Archaeologists identify and record all prehistoric and historic cultural resources from ancient villages and camps, to pioneer cabins, 19th century gold mines, and human skeletons. Archaeologists help industry and agencies find ways to protect what is of value by avoidance and occasionally by mitigation, and they facilitate land management.

Federal and State laws and regulations govern the practice of archaeology by issuing permits, and a national Register of Professional Archaeologists certifies professional standards (Appendix F). The minimum degree requirement for the permits and the professional registry is a Master's degree. Employment as technicians and research assistants can be found with lesser credentials, but lack of a Master's degree limits advancement. Thus, there is a market for archaeologists at the Master's level, be they undergraduate students prospecting for a graduate program or people already employed in the industry looking to advance professionally.

The growth of CRM archaeology places pressure on university curricula. Professional organizations within archaeology have been discussing the changing needs of graduate education for years, but *"many academic programs have not recognized the need for corresponding changes in curricula, or the changes are prevented by institutional inertia"* (SAA Bulletin 1997:1997:21). Even by 2004, a survey of 109 departments offering anthropology degrees (90+% of U.S. anthropology departments), only 15 were offering special graduate programs designed to train students for careers in CRM. In 2006, the Society for American Archaeology sponsored a forum titled "The New Graduate Curriculum." Responding to the changing needs of the profession because of the rise of CRM archaeology, the forum recommended the "encouragement of highly focused, M.A.-only programs in applied archaeology… filling a niche for well-trained students prepared to take jobs in CRM and related, applied fields." (SAA Bulletin, November 2006).

The American Cultural Resources Association conducted a survey in 2006 and received responses from 69 CRM companies listing the most important professional qualities and skills in job applications for archaeological positions. Some highlights of that survey include:
- 87% rated the establishment of graduate programs serving CRM as very important or important.
- 96% rated knowledge of the legislation and regulatory environment as very important or important.
- 84% rated knowledge of Geographic Information Systems as very important or important.
- 84% rated knowledge of quantitative methods as very important or important.
- 100% cited the importance of technical writing skills and experience at producing reports found in CRM.
- 84% advocated an "intensive, rigorously researched and comprehensive Master's thesis," signaling the importance of integrating research and applied skills.

Over the years, Utah State University has been approached by private companies to provide trained students in CRM archaeology, or to develop internships, and the Anthropology Program has responded by placing dozens of its undergraduates. One such recent inquiry from a private firm in Salt Lake City lamented the shortage of Master's-level degree programs in the Intermountain West, and noted the strong demand for trained archaeologists.

Senior archaeologists working in CRM realize the need for graduate training to be more than applied archaeology. In order to produce career-path archaeologists, graduate training needs to include adequate knowledge of the scientific research contexts of archaeology, and experience in the conduct of research to prepare students for careers, and not just as technicians in a transient labor force. The proposed graduate program at Utah State

University responds to the changing needs of archaeology and to recommendations of archaeologists in the CRM industry. The proposed program and curriculum are designed to teach critical technical skills, while engaging our students in the research process that produces a professional ethic enabling career growth.

Government agencies, Utah School and Institutional Trust Lands Administration and the Utah Division of State History, and a private CRM firm in Salt Lake City have expressed support for our proposal and raised the potential for internships for our graduate students (Appendix G). Additional internship opportunities and endorsement from other agencies and from private sector Cultural Resource Management firms in Utah will be sought, and the Program anticipates forming an Advisory Board comprising representative from these entities.

Labor Market Demand
Cultural Resource Management grew from beginnings in the early 1970s into the largest employment sector in archaeology. Nationwide the CRM industry is valued at several billion dollars per year. By the late 1990s "60-70 percent of the membership of the SAA (Society for American Archaeology), and the Society for Historical Archaeology are engaged in cultural resources management." (SAA Bulletin 1997:20). An inventory of job listings on the Society for American Archaeology website in summer 2007 reveals that 82% of the advertised positions are in private or government sector CRM. A census among archaeologists in the late 1990s found that 302 respondents in CRM archaeology reported garnering $300 million in research support, while the 650 respondents working in non-CRM archaeology reported garnering only $62 million in research support.

In Utah there are over 50 private companies holding archaeological permits, with 18 firms maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size, with small projects requiring crews of 3–5 employees, most projects employing over a dozen people, and a few large projects each year employing many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs.

Student Demand
To evaluate student demand for the proposed Master's program as systematically as possible, eight programs most similar to the proposed Master's program were identified and contacted. Surveys were conducted via e-mail and/or phone interviews with the graduate directors of seven of these programs (one director could not be reached). These are similar to the Anthropology Program in number of anthropology faculty contributing to the CRM Master's degree (although not necessarily in overall numbers of anthropology faculty) and in the structure of the degree programs. The interview process unequivocally demonstrated that student demand for programs in cultural resource management (variably called "applied archaeology," "cultural heritage management," and "heritage resource management") *far* outstrips the number of programs available to educate students in the United States (Table 3).

Table 3. Applicant information for similar programs nationwide.

Program	No. applicants/ Year	No. accepted/ Year	% students who finish	% offered jobs in CRM after graduation
Boise State	11 (1st year of program)	7	N/A	N/A
U Hawaii	5 (1st year of program)	2	N/A	N/A
U Maryland	75	20	95%	90%
U Montana	20	10	70%	100%
U S Florida	80	20	90%	100%
Sonoma State	40	10	95%	100%
St Cloud State	10 (1st year of program)	4	N/A	N/A

For the well established programs (University of Maryland, University of Montana, University of Southern Florida and Sonoma State), student demand exceeds admittance by a factor of two to four. The mere fact that three of the seven programs have just admitted their very first cohort of Master's students shows that this proposal is part of a nationwide response to the demand for well-trained anthropological archaeologists in the private sector. The data also show that even in the newest programs, all of which gained final approval to admit students just last spring, demand for graduate-student slots still exceeded the number of acceptances approximately two-fold. Each of the program directors in those nascent programs also mentioned that they expected a significant rise in their applicant pools next year and in all subsequent years as they have sufficient lead-time to advertise and recruit students.

One interview question asked graduate program coordinators to describe their CRM Master's student body. Most of them observed that their programs initially (or in the case of new programs, currently) draw primarily from the region. However, directors of more mature programs observed that within just a few years, applicant pools reflected interest and attendance from regions outside the institution's home region, and often included international students (current cohorts in the seven-targeted programs include students from Central America, Botswana, Kenya, Western Europe, China, and Russia). In well-established programs, a mix of 50% "local" students (i.e., from the region, not necessarily an institution's home state) and 50% non-local students proved typical.

Program chairs also all noted that their student bodies generally represent two groups of students, those fresh out of undergraduate programs with little or no field experience, and people who have been long employed as private or government-sector archaeologists looking to earn the master's degree requisite for advancing up the career ladder in the cultural resource management field and also in government positions. This mix was common to every program, and several directors mentioned without prompting that it resulted in cohesive cohorts where everyone had something to offer (e.g., study tips from younger students to those longer out of school and professional contacts from employed students to those just entering the field).

A final observation gleaned from data presented in Table 3 is the rather phenomenal success of these Master's programs both in percentage of students finishing their programs and the percentage obtaining jobs in their fields immediately upon graduation. Programs graduate most or all of their students, and even more of the students obtain lucrative positions in the private and

governmental sectors of archaeology. In fact, Sonoma State graduate director Margaret Purser noted that "the only reason our master's program completion rate is 95% rather than 100% is that California companies and government entities routinely try to recruit our students to paid positions *before* they have finished their Master's program; the demand for well educated archaeologists is that high, and has been since our program was establish thirty-three years ago."

In addition to systematically gathering as much data as possible to demonstrate the tremendous demand for programs like the one propose here, USU anthropology faculty are acutely aware of the demand for a USU anthropology graduate program from an experiential perspective. All faculty members receive regular inquiries from Anthropology students and others who have heard "through the grapevine" that USU may soon offer this opportunity. A number of students who would have preferred to come here for their graduate work have instead been forced to second-choice programs. Similarly, a letter from Brooke Arkush, an archaeologist and professor of anthropology at Weber State University, refers to the interest expressed by his anthropology undergraduates in attending an in-state master's program that will fast-track them for high-paying jobs in archaeology (Appendix I). USU Anthropology faculty have also maintained a working relationship with John Fritz (Salt Lake Community College) to facilitate transfers for students wishing to pursue applied archaeology, and recently enhanced ties to USU's branch campuses are also yielding fruit as "pipelines" for new undergraduate and CRM master's students. One of the USU Anthropology Program's own faculty members, Jon Moris, recently assumed a position based in Blanding, where he works closely with Navajo students, and he is actively working to recruit them to the field of applied anthropology (and specifically to Utah State University for Bachelor's and Master's degrees).

In summary, nationwide data collection and empirical observation on the part of USU anthropology faculty members paint a picture of very high student demand for the master's program proposed here, and far too few programs to meet that demand. Importantly, in closing, the only "competing" program, geographically speaking (and this applies only to those students who represent the region; not all likely applicants), is Boise State. Mark Plew, graduate director of the Boise State program, is supportive of the proposal because he recognizes that the demand is so great that *both* programs will turn away far more students than they have the facilities to accept.

Similar Programs
No other public university in Utah offers a Master's degree with a Specialization in Archaeology and Cultural Resource Management. Brigham Young University is the only institution in Utah that offers Master's level preparation aimed at cultural resource management archaeology, and that has a business firm that provides research and employment opportunities for students (BYU Office of Public Archaeology). However, Brigham Young University is a private, religious institution that draws its students from a particular sector and thus does not serve the needs of many prospective students in Utah and the Intermountain West.

Collaboration with and Impact on Other USHE Institutions
The University of Utah is the only public university in the state offering graduate degrees in anthropology, including both Master's and Doctoral degrees in anthropology-archaeology. However, their program moved to a different model of anthropology graduate education in the early 1990s that does not emphasize cultural resource management archaeology as we propose here. They are fully in support of this proposal. There are no other graduate programs in anthropology-

archaeology in the state and only a handful in the Intermountain West. Weber State University offers a Bachelor's degree in anthropology. The Weber State archaeology faculty and department head have expressed strong support for the program. Both schools see the proposed program as filling an important niche in terms of employment preparation and for directing undergraduate students toward graduate programs (Appendix I).

Benefits

The proposed program will enrich graduate education at Utah State University and enhance links with other units on campus. Program faculty have been in contact with the Dean of Science, Dr. Mary Hubbard (Appendix I), the Department Chair of Environment & Society (Dr. Joe Tainter), and Dr. Joel Pedersen (Luminescence Laboratory) of the Geology Department. These discussions have been extremely fruitful and the Anthropology Program has received strong support from these individuals and units for the Master's degree program. The archaeology program and firm will benefit the Luminescence Laboratory on the Innovation Campus through generating income from the processing of archaeological samples for dating. Members of the Anthropology faculty wrote letters in support of Pedersen's NSF proposal to staff the facility that emphasized the importance of applications in archaeology.

Consistency with Institutional Missions

A driving force in proposing an Anthropology M.S. program with a specialization in archaeology and cultural resource management at Utah State University is the USU Mission Statement. Many of the goals of the proposed Anthropology degree and specialization are strongly allied with the goals of a land grant university: essentially, to serve the needs of various communities in tangible, on the ground ways. This has become increasingly apparent with the growth of the archaeology and cultural resource management industry, which directly serves the needs and interests of private industry and government at all levels. The proposed Master's degree program will provide the opportunity to attract a new and more diverse student body to our campus, meet the needs of students in the Anthropology program and in the State of Utah, and provide local, regional, state, and national businesses and agencies with highly qualified professionals ready to fill the growing number of positions in both public and private sectors. These highly trained professionals will carry the name of Utah State University into the broader business and government communities, and thus enhance the reputation of the University. In this way, the proposed program directly meets goals 1-4, and in a broader sense contributes to virtually all of the 10 goals as outlined in the USU Mission Statement.

Section IV: Program and Student Assessment

Program Assessment

The goal of the program is to produce well-trained, professional archaeologists able to obtain suitable employment upon graduation or to move on to advanced (PhD) educational training in archaeology. All of the courses included in the curriculum are designed to provide students with the knowledge and skills they will need to conduct theoretically significant, methodologically sound and analytically rigorous archaeological research in a cultural resource management environment. These skills include reading and writing proficiency, critical thinking, quantitative analysis, and use of a GIS, as well as a range of fieldwork skills. As indicated above, students will be required to earn a grade of "B" or better in all but two of their courses (and no lower than a C in any course counting toward the Master's degree), ensuring that they have gained competency in all areas of

training before receiving the Master's degree. In addition, all students will be required to produce a thesis, research paper, or cultural resource management report as a mechanism for demonstrating their readiness to conduct and report on primary research in archaeology. For those students seeking a terminal Master's degree, the most important, long term outcome measure will be the success they have in obtaining and maintaining positions in the CRM industry, museums, or related forms of employment upon graduation. As with undergraduate students, the Program will track graduates through an alumni database and interactive web page.

Expected Standards of Performance

As per recommendations of the 2006 SAA forum on graduate training in CRM described above, the program has been designed around the following performance goals:

- Curricula recognizing the much broader scope of CRM and incorporating business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques including survey, mapping, GPS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Competency in these areas will be assessed through performance in academic courses, field schools, internships, and the thesis, research paper, or CRM Research report completed as part of the Plan A and Plan B requirements.

Budget Comments

Table 4 shows projected revenues from graduate student enrollment, revenue projections from USU Archaeological Services, a private company on the USU Innovation Campus, and projected Program funding needs. Funding has been obtained from the Provost's Office and the Dean of the College of HASS for: a part-time staff assistant (with benefits); a salary match (with the Department) to cover summer field school faculty instruction; and a full year graduate assistantship. A one year allocation from the VP of Research (with some matching funding from the Department) in the form of start-up funds to a new archaeology hire will cover an additional graduate assistantship for year one of the program. In year two, USU Archaeological Services will begin to fund graduate assistantships and a $5000 portion of the field school budget out of F & A. Current revenue projections are based on the Program's own history of CRM contracting as well as conversations with heads of local CRM firms. Library funding is not essential to the inception of the graduate program, but some funding is recommended by a Merrill-Cazier Librarian and will be sought by the Program in the future when funds become available.

Table 4: Projected Budget
Utah State University
Masters of Anthropology with a specialization in Archaeology and Cultural Resource Management

Financial Analysis Form for All R401 Documents					
	2008-09	2009-10	2010-11	2011-12	2012-13
Students					
Projected FTE Enrollment	4	10	14	16	16
Cost per FTE	10,008	4,652	4,149	3,750	3,875
Student/Faculty Ratio	1:1	2.5:1	3.5:1	4:1	4:1
Projected Headcount	4	10	14	16	16
Projected Tuition					
Gross Tuition	14,085	36,621	72,364	102,986	117,405
Tuition to Program					

5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	32,750	33,730	44,740	46,080	47,460
Benefits	7,280	7,790	8,340	8,920	9,540
Total Personnel	40,030	41,520	53,080	55,000	57,000
Current Expense		5,000	5,000	5,000	5,000
Travel					
Capital					
Library Expense					
Total Expense	40,030	46,520	58,080	60,000	62,000
Revenue					
Legislative Appropriation					
Grants & Contracts					
USU Archaeological Serv.		15,000	25,000	25,000	25,000
Provost & HASS Realloc.	31,030	31,520	33,080	35,000	37,000
Tuition to Program					
VP Research / Department	9,000				
Total Revenue	40,030	46,520	58,080	60,000	62,000

Difference					
Revenue - Expenses	0	0	0	0	0

Comments

Salaries and Wages above include a part-time staff assistant, part-time field staff, and
several graduate assistantships.
USU Archaeological Services, a privage company to be created at the USU
Innovation Campus, is projected to fund several Graduate Assistantships.
A one-time allocation of $5,000, and on-going $1,500 to fund library resources
as funds are available.

One pressing need not strictly tied to budget, but important for archaeology faculty contracts and grants (beyond the Innovation Firm), is on-campus laboratory space. Archaeologists need physical space to process materials collected in the field. The Program currently has a single wet lab primarily set up for and dedicated to teaching, and a small dry lab that serves as a teaching lab, computer lab, curation facility, map room, and place for analysis of archaeological materials. This is insufficient for current needs and limits the scale and number of funded projects that faculty can effectively run—despite the addition of graduate students that will make larger projects possible. The Program was able to negotiate laboratory space for its new archaeology hire at the Brigham City campus, and has begun a conversation with the Provost's Office to explore options for additional laboratory space at the Logan campus.

Funding Sources
As indicated above, funding for the program will come from several sources. First, ongoing funding has been obtained through a joint agreement between the Provost's Office, the Dean of the College of HASS, and the Department of SSWA for a 50% Staff Assistant II, a $10,000 graduate assistantship, and a faculty salary match (with the Department) to fund instruction for the annual, five week summer field. Second, a one-year graduate assistantship for the 2009-2010 academic year has been obtained as part of the start-up package for the new Archaeology hire (Chris Morgan) through a joint agreement between the VP for Research Office and the Department of Sociology, Social Work and Anthropology. Third, it is anticipated that USU Archaeological Services will generate overhead to fund annually two additional graduate assistantships and a $5000 contribution to the field budget, beginning in the second year of the Program. The firm has a scheduled start date of summer, 2009, so that it will be up and running when the first graduate cohort arrives in the fall of 2009. Finally, it is possible that private donors may assist in funding some components of the field school and graduate assistantships, and this is an avenue of funding that the Program will pursue in the coming years.

Reallocation
As indicated above, the Program has reallocated one faculty position from Cultural Anthropology to Archaeology in anticipation of the graduate program. The Provost's Office, the Dean of the College of HASS, and the VP for Research have also reallocated permanent and one-time funds in support of the Master's degree program.

Impact on Existing Budgets

The proposed graduate program in Anthropology has been developed to minimize impacts on existing budgets, especially the Department budget. As indicated above, funding for a staff person, a faculty salary match, and a full year graduate assistantship were obtained through the Provost's Office and College of HASS. Additional funding for graduate assistantships will be obtained from the Anthropology Program's archaeology firm, which will be staffed in large part by graduate students (providing an additional funding source for students in the form of employment). No graduate student funding will be redirected from the Sociology Graduate Program to the Anthropology Graduate Program. Faculty needs have been addressed through a combination of reallocation and the acquisition of a new position through Distance Education. No new faculty lines are needed to begin the graduate program. A small infusion of new funding into the Library budget is all that is needed to bring the book and journal resources in line with anticipated needs of the proposed graduate program.

Required courses (24 credits):

Anth 6000 Archaeological Theory (3)	New course
Anth 6000 Statistical Methods in Archaeology (3)	New course
Anth 6000 Cultural Resource Management Core Class (3)	New course
Anth 6000 Museum Collections Research & Management (3)	New course
Anth 5360/6360 Archaeology of the Western U.S. (3)	Existing course (4000)
Anth 5310/6310 Archaeology Lab Methods (2)	Existing course (5000)
Anth 5000/6000 Archaeology Field School (3)	Existing course (5000)

Internship with private firm or public agency may replace these credits

Anth 6000 GIS in Archaeology (3)	New course

Students will also be able to take WATS 6920 Geographic Information Systems (4)

Elective courses (minimum of 3 credits):

Anth 5380/6380 Peopling of the New World (3)	Existing course (5000)
Anth 5250/6250 Problems in Bioarchaeology (3)	Existing course (5000)
Anth 5000/6000 Faunal Analysis (3)	New course
Geol 6120 Geomorphology (3)	Existing course (6000)

Plan A: Master's Thesis (6 credits) or

Plan B: Professional Paper (6 credits) or CRM Technical Research Report (6 credits)

Total Credits: 33 minimum

New Course descriptions:

Anth. 6000 Archaeological Theory (3) A survey and critique of archaeological theory from the nineteenth century to the present with emphasis on shifting paradigms and the implications for research.

Anth. 6000 Cultural Resource Management (3) Survey and analysis of the laws, regulations, and practice of the cultural resource management.

Anth. 5000/6000 Faunal Analysis (3). Skeletal anatomy of mammals, birds, reptiles, and fish with emphasis on applications in archaeology. Laboratory class.

Anth 6000 GIS in Archaeology. Introduces GIS software and the technical aspects of GIS with a focus on applications in archaeology. Students will become familiar with the use of GIS in archaeological research and management, and complete projects of practical applications of GIS.

Anth. 6000 Museum Collections Research & Management (2) This course teaches students about collections accession, cataloguing and curation. Participants will be taught to properly handle ethnographic and archaeological materials of various types, and they will learn techniques for conducting effective object-related research. Students will participate in field trips to increase their exposure to different cataloguing and curation strategies.

Anth. 6000 Statistical Methods in Archaeology (3) Introduction to the practical analysis of commonly-encountered archaeological data using simple quantitative and statistical procedures, such as exploratory data analysis, sampling, regression, and spatial analysis. The course is taught in a computer-assisted (multimedia) format.

Appendix B: Program Schedule for Logan Campus

Year 1 (2009-2010) Courses. Note: F=Anthropology Faculty member:
Graduate:
6000 Archaeological Theory (F1)
6000 Statistical Methods in Archaeology (F4)
6000 Cultural Resource Management Core (F2)
6000 Archaeology Lab Methods (F1, F2, F4, &/or F8). (Placements with USU Arch firm/faculty, F1 oversight)
6000 Archaeology Field Methods Internship (Placements with USU firm or private/government agency, F1 oversight)
6120 Geomorphology (Geology faculty)

UG/Grad:
5000/6000 Faunal Analysis (F3 or F8)
5100 Anthropology of Sex and Gender or New Course(F7)
5110 Ethnographic Field School (F6) Summer Session

Undergraduate:
1010 Cultural Anthropology (F6) (twice/yr)
1020 Biological Anthropology (F3)
2010 Peoples of the Contemporary World (F5)
2030 World Archaeology (F4)
3130 Peoples of Latin America (F6)
3160 Anthropology of Religion or New Course in Applied Anthropology (F7)
3200 Perspectives on Race (F3)
3250 Osteology (F3)
3300 Archaeology in North America (F4)
3310 Museum Studies (F2)
3350 Archaeology of Ancient Civilizations (F5)
3990 History and Theories of Anthropology (F1)
4130 Medical Anthropology (F6)
4360 Ancient Desert West (F1)

Codes:
F1 Archaeology Professor
F2 Archaeology Professor
F3 Biological Anthropology/Archaeology Professor
F4 Archaeology Professor
F5 Cultural Anthropology Professor (50% time until retirement in 2011).
F6 Cultural Anthropology Professor
F7 Cultural Anthropology New Anth. Hire
F8 Archaeology Professor—Brigham City

Year 2 (2010-2011) Courses:
Graduate:
6000 Museum Collections Research and Management (F2)
6000 Archaeology of the Western U.S. (F1)
6000 GIS (F4)
6000 Archaeology Lab Methods (F1, F2, F4, &/or F8). (Placements with USU arch firm/faculty, F1 oversight)
6000 Archaeology Field Methods Internship (Placements with USU firm or private/government agency, F1 Grad Advisor oversight)
6000 Thesis for 2nd year students (shared supervision)

UG/Grad:
5250/6250 Problems in Bioarch (F3)
5300/6300 Archaeology Field School (F4) Summer Session
5380/6380 Peopling of the New World (F2)

Undergraduate:
1010 Cultural Anthropology (F6) (2x year)
1020 Biological Anthropology (F3)
2030 World Archaeology (F1)
3110 North American Indians or New Course in Applied Anthropology (F7)
3160 Anthropology of Religion or New Course in Applied Anthropology (F7)
32xx History of Disease (F3)
3250 Osteology (F3)
3300 Archaeology in North America (F4)

Assignments that reduce normal 4-course load:
Program Director receives one course reduction (F2)
Graduate Program Director receives one course reduction (F1)
Museum Director receives one course reduction (F2)
First year faculty receives one course reduction (F4)

Notes:
1. Anth 2030 World Archaeology offering reduced from to once per year and class size increased from 90 to 120 students. Distance Ed to pick up course in other semester (F8).
2. Cultural anthropology offerings revised to focus on program strengths in medical anthropology, Latin America, the anthropology of religion, and applied anthropology.

3320 Ancient Humans and the Environment or New replacement course (F4)
3350 Archaeology of Ancient Civilizations (F5)
3990 History and Theories of Anthropology (F1)
4120 Ethnography of Children (F5)
4130 Medical Anthropology (F6)
4350 Archaeological Method and Theory (F4)

Appendix C: Faculty.
Areas of specialization relevant to Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management are bolded.

Archaeology (Will serve as Graduate Committee Chairs and Members):
Dr. Emily Jones (PhD U Washington 2004, Assistant Professor, Brigham City). Specializations: New and Old World Archaeology, **faunal analysis, GIS, quantitative research methods**; **U.S. Southwest** and Paleolithic Europe.

Dr. Patricia Lambert (PhD UC-Santa Barbara, Professor). Specializations: skeletal biology, **bioarchaeology**, palaeopathology, **quantitative research methods**; **California, Great Basin, Southwest, Southeast** and Peru.

Dr. Chris Morgan (PhD UC-Davis, Assistant Professor & Registered Professional Archaeologist). New and Old World Archaeology, **evolutionary ecology, GIS, quantitative research methods**; **California, Great Basin**, China.

Dr. Bonnie Pitblado (PhD U Arizona, Associate Professor & Registered Professional Archaeologist). Paleoindian archaeology, **lithic analysis, hunter-gatherer adaptations**; **Rocky Mountains, Great Basin**, Plains

Dr. Steve Simms, (PhD U Utah, Professor & Registered Professional Archaeologist). North American archaeology, **archaeological method and theory, evolutionary ecology, ethnoarchaeology**; **Great Basin**, Near East.

Biological Anthropology:
Dr. Patricia Lambert (PhD UC-Santa Barbara, Professor). Specializations: **skeletal biology, bioarchaeology, palaeopathology, quantitative research methods**; North America and Peru. (Dual Listing)

Cultural Anthropology (Will potentially serve as Graduate Committee Members. Dr. Glass-Coffin and Dr. Moris participate in the Department's Master of Social Science Degree Program):

Dr. Bonnie Glass-Coffin (PhD UC-Los Angeles 1992, Professor). Editor, *Anthropology of Consciousness*). Specializations: medical anthropology, religion, applied anthropology, qualitative research methods; U.S. and Peru.

Dr. David Lancy (PhD U Pittsburgh, Professor). Specializations: anthropology of childhood, anthropology and education, play, qualitative research methods; Africa, Papua New Guinea. (In Phased Retirement, will retire in spring 2011)

Dr. Jon Moris (PhD Northwestern, Professor, San Juan Center). Economic & applied anthropology, development, pastoralism; Africa, contemporary Southwest. (Retirement pending)

New Hire (08-09) Assistant Professor. Specializations: Applied Anthropology. Will replace Richley Crapo on his retirement in Spring 2009.

<u>Objective:</u> To provide Utah State University undergraduate and graduate students with a strong theoretical and experiential foundation for (a) graduate work in the field of Museum Studies; (b) paid jobs in museum settings upon graduation; and/or (c) voluntary museum service at Utah's many small—and larger—museums.

<u>Advisor:</u> Dr. Bonnie Pitblado. Old Main 245F. 797-1496. bonnie.pitblado@usu.edu.

<u>Requirements:</u>
- Students must complete a minimum of 24 credits to earn this certificate
- No more than 12 credits may be completed in any one discipline
- At least 9 credits must be taken at the 3000 – 5000 level
- A GPA of 3.0 must be maintained in all courses applied toward the certificate

Interested students are urged to meet with the certificate advisor as early as possible to ensure efficient course planning. For the certificate to appear on a student's transcript, he or she must complete a single-page application form along with their other graduation materials. Area studies certificate forms can be obtained in the HASS advising center (TSC 302) or from advisor Bonnie Pitblado. Completed applications (which include the advisor's signature) must be turned in to Dan Mathews at the HASS advising center. He can be reached at 797-3883 or Daniel.Mathews@usu.edu.

<u>Students must complete 24 credits distributed as follows to earn a Museum Studies certificate through the HASS area studies program:</u>

<u>Core Courses – 6 credits</u>

ANTH 3310 Introduction to Museum Studies (3)
ANTH 5800 Museum Development (1-2) – apprenticeship in USU Museum of Anthropology

And one of the following (1-2 credits)

ANTH 5900 Independent Studies (filled in a museum other than the Museum of Anthropology)
HASS 4250 Advanced Internship/Co-op
HIST 6540 Museum Internship (with permission)

Over for additional requirement areas and course choices

Museum Administration – 6 credits

ECON 1500 (required)

And one of the following

ACCT 2010 Survey of Accounting I
ACCT 2020 Survey of Accounting II
BA 1350 Introduction to Business
BA 3500 Fundamentals of Marketing
BIS 2100 Principles of Management Information Systems
BIS 2200 (formerly 1550) Business Communication (Independent Study Only)
MHR 3110 Managing Organizations and People

Object care and Exhibition – 6 credits

ART 1120 Two-Dimensional Design (Art 1150 for Art majors)
ART 1130 Three-Dimensional Design (Art 1160 for Art majors)
ART 2400 Computers and Art
ART 2810 (formerly 2800) Photography I
ART 3400 Typography (formerly Graphic Design I)
CHEM 1010 Introduction to Chemistry
HIST 6500 Archiving Internship (with permission)
HIST 6840 Archives Management (with permission)
ID 2730 Interior Space Planning and Human Dimensions
ID 3730 Interior Materials and Construction

Interpretation and educational outreach – 6 credits

ELED 1010 (formerly 1000) Orientation to Elementary Education
ENVS 4600/6600 Natural Resource Interpretation
ENVS 5110 Introduction to Environmental Education
HIST 4850 Interpreting the Past for Teachers
INST 1000 Information Literacy (Offered only occasionally)
INST 5030 Information Access
INST 6490 Instructional Technology in Adult Education (with permission)
JCOM 1130 (formerly 1110) Beginning Newswriting for the Mass Media
JCOM 1500 (formerly 1000) Introduction to Mass Communication
JCOM 2310 Writing for Public Relations
JCOM 3010 Communication Research Methods
LING 4900 Analysis of Cross-Cultural Difference
SCED 3210 Educational and Multicultural Foundations
SPCH 1020 (formerly 1050) Public Speaking
SPCH 2110 (formerly 2600) Interpersonal Communication
SPCH 3330 Intercultural Communication
THEA 1033 (formerly 1400) Beginning Acting
THEA 4030 Storytelling

An Innovation Fund Proposal for
Utah State University Archaeological Services

We request start up funds for an enterprise to provide corporations and government agencies services in Cultural Resource Management (CRM) while providing Utah State University undergraduate and graduate students training and internships in practical archaeology. This enterprise builds upon Utah State's experience in CRM that has attracted over $1.3 million in external contracts since 1988. It is innovative in two ways: First, our previous contract efforts were done by faculty on 9 month contracts with full teaching, research, and service assignments. Our innovation campus proposal enables the revenue stream to be full time. Second, this proposal is linked to the proposed addition of a Master's degree in archaeology at Utah State. We seek start up funds for a "research park" model of a CRM enterprise that will attract external contracts. The enterprise will generate F & A funds for the university from the beginning and once the business is established after one year, it will be self-sustaining.

Cultural Resource Management archaeology provides industry and agencies with an evaluation of heritage resources that by law have to be "be taken in account" prior to the alteration of our public landscapes. This process is part of many Environmental Assessments. Archaeologists identify and record all prehistoric and historic cultural resources from pioneer cabins, to 19th century gold mines, to many kinds of places used by ancient peoples and dating back thousands of years. Archaeologists help industry and agencies find ways to protect what is of value by avoidance and occasionally by mitigation, and they facilitate land management. Nationwide the CRM industry is valued at several billion dollars per year. Archaeologists work in federal and state government agencies in Utah and private consulting firms are based in the state. Two things are unique about Utah State's approach: 1. Our primary aim is to teach young professionals while providing high quality archaeological services. Utah State students are trained by experienced archaeologists on campus, in the field, and through our proposed Innovation campus projects; 2. We are the only public higher education institution in Utah proposing to link a CRM services enterprise with university degree programs. Brigham Young University's Office of Public Archaeology has been in business for over 25 years, but no public institution has had such an operation since the University of Utah moved to a different model of anthropology/archaeology graduate education in the early 1990s.

Utah State University Archaeological Services will be stationed on the Innovation Campus and will be directed by an Archaeological Project Director, a full-time, salaried professional staff position. On-campus, tenured, USU anthropology faculty will serve as Principal Investigators for projects during the start up phase and selectively thereafter. A staff of paid archaeological technicians, interns, and in some cases, credit bearing student technicians will conduct archaeology field projects, perform laboratory analysis, and prepare the reports required by state and federal regulations. Field activity will be at a height from March to October, with a scaled back analysis and reporting season during the winter during the start up phase.

Our funding request is for start up salary for the Project Director, office and lab space rental, equipment purchases, and a vehicle. We bring matching resources to the effort: We already own

much of the equipment needed to conduct archaeological survey and excavation. We have substantial experience in this field, having done over 50 CRM projects within the Anthropology Program. The Principal Investigator's time required on projects will be billed into the contracts we attract and do not require start-up funds. We already hold all state and federal permits for such work and have a client base that includes the Utah School and Institutional Trust Lands Administration, the Bureau of Land Management, the U.S. Forest Service, the Utah Division of Forestry, Fire, and State Lands, USU Departments in the College of Natural Resources, and occasional engineering firms, ranchers and others. An important component of our match is the donation of one of the two required vehicles by a private donor who is supportive of archaeology at Utah State University.

This enterprise will be an integral part of our proposed Master's degree program in archaeology. The process to initiate a graduate program begins Fall 2006 and the proposed CRM enterprise will begin after that process has proceeded far enough to gauge success. We will continue to solicit small CRM projects to ensure a continued client base and continued production of a trained student base. This proposal seeds the enterprise for the first year to enable effort to be directed toward expanding our client base and establishing our personnel and practices. F & A costs will be generated from the beginning. The enterprise will subsequently be self sustaining, and importantly have the requisite foundation to pursue growth. Our goal for a gross annual revenue stream is $350,000/year, and the enterprise can survive on a minimum of $200,000/year. Both estimates include full F&A rates for illustration.

BUDGET

Requested Funds
- Personnel. Archaeological Project Director. This person will direct the enterprise, including all field and lab work. It requires a Master's degree and experience.
- Office/lab space rental at Innovation Campus. Estimates are based on current space costs and enough space for office, lab, and storage. USU Archaeology also has labs on campus and other storage space off campus.
- Equipment. We own equipment to conduct archaeological surveys and mount full scale excavation by crews of up to 20. We own some computing equipment and analytical equipment such as scales and microscopes. Some of this can be shared with the new facility, but we cannot compromise our campus labs and computing facilities by founding this enterprise.
- Vehicles are essential to archaeology. They must be non-university owned (non Motor Pool) in order to be responsive to client needs. We require an SUV to transport up to 5 crew members and equipment and a pickup truck to transport up to 3 crew members and larger loads of equipment. Both must be 4-wheel drive.

In-Kind Matching Funds
- Principal Investigators time will be billed to new contracts attracted.
- Commitment by private donor for one of the required vehicles.
- Equipment already owned that can be shared with new enterprise: field equipment for excavation ($10,000), lab equipment ($1,000), computing equipment ($2,000).

Basis for Anticipated Revenue Streams

Utah State University has an 18 year history conducting Cultural Resource Management archaeology that secured over $1.3 million by tenured and tenure track faculty. Since 2000, faculty on 9 month appointments conducting CRM archaeology in the summer and at other times when possible and using small crews of undergraduate students have produced revenue streams from $35,000 - $60,000/year. During the 1990s when Utah State University had a tenure-track faculty member with a role allocating 50% of their time to CRM archaeology, the revenue streams consistently were in excess of $125,000/year and for several years were over $250,000/year. These revenue streams were produced by faculty who taught varying assignments of regular courses, but who had typical research and service roles for USU faculty. Most of the fieldwork was limited to the summer months and there was no participation by students at the graduate level in archaeology. This record, and projections of costs/revenues suggest a goal of $350,000/year for gross revenues and a minimum of $200,000 a year to maintain the enterprise. Utah is in a boom that demands cultural resource services and we will need to increase our client base over our past efforts to meet our goal. The start up funds will enable us to shift emphasis in that direction.

Budget

This budget funds six months for the Archaeological Project Director, 1 year for rent, equipment and the second required vehicle.

Project Director 6 months @ $40,000/year + 42% benefits   = $28,400
Space rental 1 year @ $1K/month   = $12,000
Equipment   = $15,000
Vehicle (used)   = $25,000

Total Request from Innovation Fund   = $80,400

Appendix F:

To: Patricia Lambert, Anthropology Program Director

From: Steven Harris

Re: Library Resources for Proposed Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management.

The Merrill-Cazier Library could adequately support a masters degree in anthropology with a specialization in archaeology and cultural resource management. Although not especially strong in this area, the library collections generally have good coverage for anthropology. The library strengths in folklore lend support to many of the cultural resource interests of the department. The collection does not have great depth in the areas of archaeology and museum studies, but should be adequate for the proposed program. Graduate students should be able to conduct general research with the resources available in the Library. Some additional demand will likely placed on interlibrary loan.

Of 167 journal subscriptions currently available the Department of Sociology, Social Work and Anthropology, approximately one third serve anthropology subject interests. Several dozen additional anthropology and archaeology journals are available through package subscriptions and journal aggregators. The program would be well served by the addition of a few more journal subscriptions in archaeology. Journals in this area are quite inexpensive. As little as $500-$800 ongoing funds could actually improve the collections significantly.

The major journal index in the area, *Anthropological Literature*, is available to the USU community. The Library also subscribes to *Anthrosource*, an online archive of journals from the American Anthropological Association. The Library subscribes to the Ethnography Collection of the Human Relations Area Files (HRAF), but not the Archaeology Collection.

The USU book collections for anthropology, as a percentage of our total holdings, are comparable with our peers (plus the University of Arizona and the University of Utah). Again, the archaeology area is somewhat weaker, particularly for prehistoric archaeology. Some targeted retrospective book buying would be valuable. A one-time addition of approximately $5,000 would do a great deal to improve the current state of the book collection. The ongoing need to maintain the subject of archaeology could draw money away from other anthropology areas in the book budget. Maintaining an up-to-date book collection might actually be more expensive than maintaining additional journals. An additional $1,000 ongoing for books would likely be adequate to keep the collection relatively current.

Appendix G:
Anthropology and Museum Journals Accessible Through Merrill-Cazier Library (*dedicated archaeology journals, +substantial archaeological content, ^some archaeological content).

Anthropology Journals:
American Anthropologist+
American Antiquity*
American Ethnologist^
American Journal of Archaeology and the History of Fine Arts*
American Journal of Archaeology*
American Journal of Physical Anthropology+
Ancient Biomolecules (1996-2002)*
Ancient Civilizations from Scythia to Siberia*
Ancient Egypt*
Anthropologica^
Anthropological Quarterly^
Anthropological Review (1863-1870)^
Anthropological Theory
Anthropology
Anthropology and Archaeology of Eurasia*
Anthropology and Education Quarterly^
Anthropology and Humanism^
Anthropology and Medicine
Anthropology of Consciousness
Anthropology of Work Newsletter
Anthropology of South Africa^
Anthropology Newsletter+
Anthropology Science Journal of the Anthropological Society of Nippon+
Anthropology Today
Antiquity*
Archaeological Prospection*
Archaeology*
Archaeology of Oceania*
Archaeometry*
Critique in Anthropology^
Cross-cultural Research^
Cultural Dynamics
Cultural Resource Management*
Cultural Studies
Current Anthropology+
Ethnology
Ethnohistory^
Ethnos
Ethology
Ethology and Sociobiology (thru 1996)

European Journal of Archaeology*
Evolution and Human Behavior+
Evolutionary Ecology+
Evolutionary Psychiatry
Field Methods^
Historical Archaeology*
International Journal of Osteoarchaeology*
International Journal of Remote Sensing+
Journal of Anthropological Archaeology*
Journal of Anthropological Research+
Journal of Archaeological Method and Theory*
Journal of Archaeological Research*
Journal of Archaeological Science*
Journal of California and Great Basin Anthropology+
Journal of Human Evolution+
Journal of Linguistic Anthropology^
Journal of Material Culture*
Journal of Social Anthropology
Journal of World Prehistory*
L'Anthropologie*
Latin American Antiquity*
Museum Anthropology+
Plains Anthropologist*
Qualitative Research
Southeastern Archaeology*
Southwestern Lore+
Space and Culture
The Anthropological International Journal of Contemporary and Applied Studies of Man
The Anthropological Review
The Kiva*
Time and Society
Utah Archaeology*
World Archaeology*

Recommended Archaeology Journal Additions:
Current Research in the Pleistocene

Relevant Museum Journals:
Museum
Museum Archivists
Museum International
Museum Magazine
Museum News
Museum of the Fur Trade Quarterly
Museum Studies

Appendix H: RPA Standards and Application Form

Standards of Research Performance

The research archaeologist has a responsibility to attempt to design and conduct projects that will add to our understanding of past cultures and/or that will develop better theories, methods, or techniques for interpreting the archaeological record, while causing minimal attrition of the archaeological resource base. In the conduct of a research project, the following minimum standards should be followed:

- The archaeologist has a responsibility to prepare adequately for any research project, whether or not in the field. The archaeologist must:

1.1 Assess the adequacy of her/his qualifications for the demands of the project, and minimize inadequacies by acquiring additional expertise, by bringing in associates with the needed qualifications, or by modifying the scope of the project;

1.2 Inform herself/himself of relevant previous research;

1.3 Develop a scientific plan of research which specifies the objectives of the project, takes into account previous relevant research, employs a suitable methodology, and provides for economical use of the resource base (whether such base consists of an excavation site or of specimens) consistent with the objectives of the project;

1.4 Ensure the availability of adequate and competent staff and support facilities to carry the project to completion, and of adequate curatorial facilities for specimens and records;

1.5 Comply with all legal requirements, including, without limitation, obtaining all necessary governmental permits and necessary permission from landowners or other persons;

1.6 Determine whether the project is likely to interfere with the program or projects of other scholars and, if there is such a likelihood, initiate negotiations to minimize such interference.

- In conducting research, the archaeologist must follow her/his scientific plan of research, except to the extent that unforeseen circumstances warrant its modification.
- Procedures for field survey or excavation must meet the following minimal standards:

3.1 If specimens are collected, a system for identifying and recording their proveniences must be maintained.

3.2 Uncollected entities such as environmental or cultural features, depositional strata, and the like, must be fully and accurately recorded by appropriate means, and their location recorded.

3.3 The methods employed in data collection must be fully and accurately described. Significant stratigraphic and/or associational relationships among artifacts, other specimens, and cultural and environmental features must also be fully and accurately recorded.

3.4 All records should be intelligible to other archaeologists. If terms lacking commonly held referents are used, they should be clearly defined.

3.5 Insofar as possible, the interests of other researchers should be considered. For example, upper levels of a site should be scientifically excavated and recorded whenever feasible, even if the focus of the project is on underlying levels.

- During accessioning, analysis, and storage of specimens and records in the laboratory, the archaeologist must take precautions to ensure that correlations between the specimens and the field records are maintained, so that provenience contextual relationships and the like are not confused or obscured.
- Specimens and research records resulting from a project must be deposited at an institution with permanent curatorial facilities, unless otherwise required by law.

• The archaeologist has responsibility for appropriate dissemination of the results of her/his research to the appropriate constituencies with reasonable dispatch.

6.1   Results reviewed as significant contributions to substantive knowledge of the past or to advancements in theory, method or technique should be disseminated to colleagues and other interested persons by appropriate means such as publications, reports at professional meetings, or letters to colleagues.

6.2   Requests from qualified colleagues for information on research results directly should be honored, if consistent with the researcher's prior rights to publication and with her/his other professional responsibilities.

6.3   Failure to complete a full scholarly report within 10 years after completion of a field project shall be construed as a waiver of an archaeologist's right of primacy with respect to analysis and publication of the data. Upon expiration of such 10-year period, or at such earlier time as the archaeologist shall determine not to publish the results, such data should be made fully accessible to other archaeologists for analysis and publication.

6.4   While contractual obligations in reporting must be respected, archaeologists should not enter into a contract which prohibits the archaeologist from including her or his own interpretations or conclusions in the contractual reports, or from a continuing right to use the data after completion of the project.

6.5   Archaeologists have an obligation to accede to reasonable requests for information from the news media.

Long Application for RPA Registration

Please Print out this form and mail it to the address below

Section 1: Cover Sheet

Name: ☐ Dr. ☐ Ms.. ☐ Mr. _____

Address: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Email: _____

Checklist (of material required for an application):

☐ Original signed application and **four copies**.

The application includes four sections, all of which must be completed:

- Section 1: Cover Sheet

- Section 2: Educational Requirements

- Section 3: Execution of an Archaeological Study

- Section 4: Field and Laboratory Experience Requirement

☐ **$35 non-refundable application fee** (waived if you have graduated with advanced degree within last 6 months)

☐ **Annual registration fee of:**
  - $45 for persons who are members of a sponsoring group or organization such as AAA, AIA, SAA or SHA
  - $125 for persons without such affiliation

☐ Title page, Abstract, and Table of Contents of thesis, dissertation or report(s) (4 copies)

☐ Transcripts or other proof of the graduate degree (claimed in Section 2 of this application) (4 copies)

☐ Curriculum vitae (4 copies)

Agreement

The applicant, _____ **(type or print name here) agrees and acknowledges that after registration she/he will be bound by the**

- For all conduct occurring during the period she/he is registered, including the period her/his application is pending, and

- For all conduct occurring during such periods as the applicant identifies herself/himself as a Registered Professional Archaeologist (RPA).

In the event that the applicant is denied registration, she/he agrees to be bound by the appeals procedure in the Bylaws.

The applicant agrees and acknowledges that any investigation and all communications and related activities that may be conducted by the Register or its agents in connection with disciplinary proceedings are privileged and non-actionable because they are conducted in the performance of the Register's professional responsibilities.

In addition, the applicant agrees that the Register may, at its sole discretion, publish and distribute the results of any disciplinary proceedings to RPAs and other interested individuals, business entities, private or governmental agencies, or the media. In addition, the applicant agrees that the register may conduct investigations of alleged violations by the applicant of the Code of Conduct and/or Standards of Research Performance, and may take and engage in such actions, communications, and activities as are reasonably necessary for the purpose of such investigations.

Signature:
_____**(Required)**

Date: _____

Section 2: Educational Requirements

Advanced Degree(s): The applicant must have an advanced degree (such as an M.A., M.S., Ph.D., or D.Sc.) from an accredited institution in archaeology, anthropology, art history, classics, history, or other germane discipline with a specialization in archaeology. **Four photocopies** of a diploma or a transcript that indicates award of the degree must be included with this application.

Degree:

Field:

Degree Date:

Institution:

Committee Chair:

Section 3: Execution of an Archaeological Study

The applicant must have designed and executed an archeological study and have reported on that research in the form of a master's thesis, Ph.D. dissertation or report (or several smaller reports that together are) equivalent in scope and quality to a master's thesis or

Ph.D. dissertation. A purely descriptive report, however long, is not considered equivalent. The thesis, dissertation, or report must show a substantive data analysis by the applicant directed toward an explicit archaeological research problem.

Please list the relevant thesis or dissertation below with complete bibliographic information, including title, institution, and date*.

Please include **4 copies** of the title page, table of contents, and abstract.

Thesis/Dissertation Title:

Date:

Instituion:

OR

Please list the relevant report(s) below with complete bibliographic information, including date* and either place of publication or institution/agency where submitted.

Please include **4 copies** of the title page, table of contents (if present), and abstract for each report.

Report(s) Title:

Date:

Instituion:

Section 4: Field and Labratory Experience

The applicant must document a minimum of one-year (52 weeks) of field and laboratory

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experience, gained in blocks of at least 4 weeks duration, distributed as stipulated in sections 4.1, 4.2, and 4.3 below. [Note: In some instances it may be difficult for archaeologists to fully reconstruct their field and laboratory experience. In such cases, and in others in which career-related experience may have provided comparable preparation, the applicant may list and briefly describe projects that together provide at least one year of experience in survey, excavation, and laboratory processing/analysis. This must include the minimum of 16 weeks of work in the field (of which at least 8 are in excavation), 16 weeks in the laboratory, and 20 weeks in a responsible supervisory capacity. Survey projects that involved testing or oversight of major projects requiring research design and responsibility for quality control are examples of experience that would satisfy the field requirement. For each project, indicate the duration and nature of one's involvement, name the project director or supervisor, and cite any relevant publication.]

4.1

Supervised Field Experience. The applicant must document 16 weeks of supervised excavation/testing and survey experience, of which no more than 8 weeks can be *surface* survey. The experience must have been done under the supervision of an RPA or an archaeologist who meets the requirements to be a Registered Professional Archeologist.

1. Supervised Excavation. Please list experience (for a minimum of 8 weeks in 4 week blocks) including project title, supervisor (see requirements), dates, and duration (in weeks).

Project Title:

Supervisor:

Dates:

Duration (in weeks):

2. Supervised Survey Experience. Please list experience (for a maximum of 8 weeks in 4 week blocks) including project title, supervisor (see requirements), dates*, and duration (in weeks).

Project Title:

Supervisor:

Dates:

Duration (in weeks):

Total number of weeks listed under section 4.1 (minimum 16 weeks):

4.2

Supervised Laboratory Experience. The applicant must document 16 weeks of supervised laboratory experience. The experience must have been done under the supervision of an RPA or an archaeologist who meets the requirements to be a Registered Professional Archaeologist. Laboratory experience is defined as processing, cataloging, analyzing, and curating archaeological collections; analyzing archaeological field records (e.g., of architecture, features, stratigraphy, settlement patterns); or archival research on primary historical documents related to an archaeological project (which is not equivalent to ordinary library research).

Please list by including type of lab work, supervisor, dates*, and duration (in weeks).

Lab Work:

Supervisor:

Dates:

Duration (in weeks):

Total number of weeks listed under Section 4.2 (minimum 16 weeks):

4.3

Supervisory Research Experience. The applicant must have 20 weeks experience in supervising the conduct of excavation/testing, survey, and/or laboratory work. Supervisory and supervised experience may have been gained at the same time (e.g., as a crew chief working under the supervision of a field director), but such experience cannot be counted in more than one section of this application. Please indicate if the work is excavation, survey, or lab work. Also, indicate the institution and location of the supervisory experience along with dates* and duration (in weeks).

Type of Work:

Project Title:

Dates:

Duration:

Total number of weeks listed under Section 4.3 (minimum 20 weeks):

*In cases where the exact dates are unknown, and estimate will suffice.

Total number of weeks listed under Section 4 (minimum 52 weeks):

This Application Must be Accompanied by a Signed Cover Sheet (Section1)

Applications submitted <u>must be accompanied by</u> a check for the $35 Application Fee payable to the Register of Professional Archaeologists <u>and</u> a check for the $45 Registration Fee also payable to the Register of Professional Archaeologists.

Your fees may be deductible as an ordinary and necessary business expense, and are not deductible as a charitable contribution.

Mail 4 copies of your completed application to:

Register of Professional Archaeologists
5024 Campbell Blvd., Suite R
Baltimore, MD 21236-5974

Appendix I:
Letters in Support of the Proposed Master's Program

1.)   Kenneth Wintch, Lead Staff Archaeologist, State of Utah School and Institutional Trust Lands Administration

2.)   Matthew Seddon, Archaeologist, State of Utah, Division of State History

3.)   Alan Schroedl, Senior Consultant, P-III Consultants (Private CRM firm in Utah)

4.)   Dr. Linda Eaton, Professor of Anthropology and Chair, Department of Sociology and Anthropology, Weber State University

5.)   Dr. Brooke Arkush, Professor of Anthropology (Archaeology), Weber State University

6.)   Dr. Elizabeth Cashdan, Professor and Chair, Department of Anthropology, University of Utah

7.)   Dr. Mary Hubbard, Professor and Dean, College of Science, USU

October 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

The following has been submitted by Weber State University (WSU) for consideration by the Regents on the Consent Calendar of the Programs Committee.

Request: The Department of Teacher Education at Weber State University proposes to rename its current Composite Elementary/Special Education major to Special Education (mild to moderate). The name change and course realignment better reflect the content of the program and will facilitate more timely graduation of students seeking licensure in special education. Those wishing to earn both a special education and elementary license will still be able to do so.

The primary goal of the major is to prepare pre-service educators to meet the standards specified by the Utah State Office of Education for teaching and working with special needs children with mild to moderate disabilities in grades K-12. The program emphasizes typical and atypical child development, communication skills, creating effective instructional programs and learning environments, family interaction, understanding cultural diversity, and working in collaborative teams. In addition, the program provides students with specific skills related to assessment, educational planning, pedagogy, and behavioral interventions. Emphasis is given to the development and evaluation of individual education programs (IEP) based on validated practices.

Need: Teaching content areas are rated each year by the Utah State Office of Education criticality index. Special Education (mild to moderate) is consistently rated at the top of the index, usually 4.1 points out of 4.9. This indicates that more special educators are needed.

Institutional Impact: There will be no impact on the institution due to this change. WSU currently has four full-time tenured or tenure-track faculty with doctoral degrees in special education areas who teach the courses specified in the program. There is no anticipated change in the need for faculty or additional resources. It is anticipated that the change will allow students to graduate in a more timely manner.

Course changes as specified in the proposal will not impact faculty load, nor will it impact other programs within the department or college. No other colleges offer courses that are similar and therefore will not be impacted by these changes.

Finances: No additional resources will be needed to implement the proposed changes.

<div align="center">Recommendation</div>

The Commissioner recommends approval of the item on the Program's Consent Calendar as noted.

William A. Sederburg
Commissioner of Higher Education

WAS/amh

October 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

A. *Utah Valley University – Reconfigure: Department of Management and Department of Marketing from Department of Business Management*

<u>Request</u>: The Woodbury School of Business at Utah Valley University (UVU) has divided the Department of Business Management into the Department of Management and the Department of Marketing.

<u>Need</u>: Currently, there are three departments in the School of Business: Accounting, Business Management, and Finance and Economics. Business Management is the largest department with 22 faculty and seven disciplines.

Now that the School of Business has a narrower focus on the core business disciplines, it is appropriate to divide the Department of Business Management. The main reason is to give two smaller departments the opportunity to focus more directly on key growth and development areas. Second, this division spreads the administrative load between the two departments. Third, it provides for a more focused allocation of financial resources.

The two new departments are the Department of Management and the Department of Marketing. The Department of Management will include Entrepreneurship, Human Resources, International Business, Hospitality Management, and Management and Organizational Behavior; there are 12 faculty for this department. The Department of Marketing will include Business Communication and Marketing; there are 10 faculty for this department.

<u>Institutional Impact</u>: The faculty has been assigned to these departments based on areas of expertise. An interim department chair has been appointed until a new chair is selected. Office space for the new department is available. No additional equipment or furnishings are needed.

<u>Finances</u>: The cost of this division is approximately $23,000. This includes a stipend, reassigned time, and a summer appointment for the new department chair and the reclassification of the administrative assistant for the new department. These costs are covered by the Woodbury School of Business through a reallocation of funds and one-time monies. Operating expenses for the new department come from a division of the budget currently held in the Department of Business Management.

B. *Weber State University*

i. *New Automotive Technology Emphases: Field Service Operations, Advanced Vehicle Systems, Collision Repair, and Insurance Management*

<u>Request</u>: Weber State University requests a modification in the bachelor's degree program in Automotive Technology to add three emphases: Field Service Operations; Advanced Vehicle Systems; or Collision Repair and Insurance Management. WSU anticipates offering this emphasis starting Spring 2008.

The bachelor's degree in Automotive Technology is designed to prepare graduates for employment in a wide variety of automotive related industries including field service operations, fleet management, and technical support activities. To cover the broad range of knowledge and skills that these industries require, the new emphases will prepare students for these careers.

The three emphasis areas have a common core of 22 credit hours following automotive technology courses beyond the associate's degree. Each of the emphases has 21 or 22 credit hours in addition to the core.

<u>Need</u>: Automobiles and the automotive industry are constantly changing because of U.S. Environmental Protection Agency (EPA) emissions regulations, National Highway Traffic Safety Administration (NHTSA) requirements, Federal Motor Vehicle Safety Standards (FMVSS), Corporate Average Fuel Economy (CAFE) regulations, and customer demand for more fuel efficient vehicles. Recently enacted fuel economy and alternate fuel regulations are forcing even more changes in the automotive industry.

The B.S. degree in Automotive Technology is a 2 + 2 program that builds upon a 2-year technical degree by adding higher-level technical, managerial, sales, and customer service skills. Utilization of professional publications, the ability to work in a team environment, professional technical presentation techniques, research and practice of advanced automotive topics, and awareness of automotive standards, laws, and regulations are required for proper employment preparation. The classes for this degree will mainly be offered in the evening and online to meet the needs of people already working in the industry.

WSU's automotive department is one of only four universities in the country that prepares graduates for employment in the automotive corporate environment by offering a baccalaureate degree in the field. Many major automobile manufacturers recruit WSU students and graduates for internship positions and full-time employment.

The Automotive Technology B.S. degree national advisory committee, which is comprised of 30 automotive industry representatives/employers, has been part of the program revision process from the start. Their input included everything from defining the learning outcomes to approving the courses that will address those outcomes.

Institutional Impact: The creation of the new emphases is expected to increase enrollment in the program. Additional adjunct faculty will be required to teach in the program. The program presently has eight full-time faculty. Less than 16 percent of instruction is done by adjunct faculty, so the use of additional adjunct faculty will not adversely impact the program. Because this change is a modification to an already existing degree, it will have no affect on existing administrative structures.

Finances: The estimated cost for adjuncts needed to teach all three emphases is estimated to be $11,700 and will be covered through internal reallocation within the college.

> ii. *Emphasis Name Change: Mammography Emphasis in the Advance Radiologic Sciences Program to Women's Imaging*

Request: This request by Weber State University is to rename the Mammography emphasis in the Advance Radiologic Sciences Program in the Department of Radiologic Sciences to Women's Imaging.

Need: The term "mammography" no longer represents the scope of practice in imaging the female patient. The standard, all-inclusive term is "women's imaging." This emphasis would include such procedures as mammography, breast sonography, and bone densitometry. By combining these three areas, graduates will have more opportunities for employment, increased salary, and more career flexibility.

Institutional Impact: The renaming of this emphasis in Advance Radiologic Sciences will have no impact upon enrollments in any program as this is just repackaging existing courses. There will be no affect on the existing administrative structures. No new facilities will be required.

Finances: Because the Department of Radiologic Sciences already has everything in place to support the emphasis in Women's Imaging, there will be no increase in program cost.

> C. *Dixie State College – New Communication Emphasis: Organization and Leadership*

Request: Dixie State College of Utah (DSC) requests offering a new Organization and Leadership emphasis within the Communication Bachelor of Science degree. The new emphasis is designed to be offered in an adult completion degree format. DSC anticipates offering this emphasis starting Fall 2008. This emphasis was approved by the DSC institutional Board of Trustees on May 2, 2008.

This Organization and Leadership emphasis incorporates 88 percent of the core courses for the DSC Communication degree and targets the employed learner in Washington and Kane Counties. It provides a set of communication and business courses that are aimed at refining the ability of graduates to lead, contribute, and compete in an increasingly complex business world. This program responds to the needs of the employed learner by providing a career-focused learning path, including consecutive rather than concurrently delivered coursework.

This program is an adult bachelor's degree completion emphasis, which responds to the needs of the employed learner by providing a career-focused education in organization and leadership. All students must first complete an associate's degree or equivalent before they are accepted into the program; no one with less than 60 credits will be accepted. Credits for experiential learning may be granted (DSC policy 5.15) if the student meets the proper qualifications, but these credits can only be used as lower-division elective credits and cannot be used to fill general education requirements. It is assumed that students in

this program have completed their general education requirements. If these have not been completed, prospective enrollees will need to complete these prior to entering the program.

Consistent with the nature of the intended student target population, this program will be coordinated and facilitated through the Division of Adult Studies. The responsibility for the design and integrity of this Organization and Leadership adult completion emphasis will remain with the Communication Department which offers the Communication degree and provides the majority of the coursework for this emphasis. The faculty for this degree will primarily be drawn from the Communication Department but will be augmented by faculty from both the English and the Business Departments.

After 25 students have registered, students will proceed as a cohort through successive courses for 18 months, culminating in their degree. Coursework will focus on Business and Professional Communication (written and oral), Professional Ethics, Intercultural and Organizational Communication, Small Group/High Performance Teams, Leadership, Management, Conflict and Negotiations/Bargaining, Public Relations, and Research Methods and Applications. A final research project is also required. Previous upper-division coursework in any of these content areas can be transferred and receive credit toward or in lieu of any of these content blocks and/or courses.

While most of the courses needed to complete this Organization and Leadership emphasis exist, the structure and approach for each class will have to be adapted to meet the cohort's hours available.

Need: One of the central missions specifically assigned to DSC is to meet the higher education needs of Washington and Kane County citizens. In order to support the economic future of the region and provide individuals with opportunities for personal development, citizens in southwest Utah need local opportunities to earn bachelor's degrees in a broad range of academic disciplines. The current completion rate of bachelor's degrees for citizens in the DSC service area, among the lowest in the nation, needs special attention. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7 percent in the 25- to 34-year-old age group. As a point of reference, the national rate for the same group is 29.9 percent, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5 percent (http:factfinder.census.gov).

Access to higher education in the geographic region is demonstrably a limiting factor in educational attainment. While Washington County citizens have low baccalaureate achievement rates, their rate of starting college or attaining associate's degrees is above the national average. The education offered in the area tends to be the education attained. Present educational opportunities in Washington County are not adequate. Access to a full range of baccalaureate programs is crucial to this economically important part of the state, a region that is home to one of the fastest growing metropolitan areas in the nation. Access to flexible degree programs to meet the needs of under-educated working adults is an important component in a strategy that will, among other things, require an effective public relations program aimed at persuading an education-deficient population to come to college.

As indicated before, this degree aims at a unique market because it targets the already-employed student. Most of these potential students are already working but need a bachelor's degree to advance in their chosen career. Many of these may already own their own business, but a baccalaureate education will enhance their business and improve the marketing of their products.

Therefore, the question is not, are there jobs for graduates with this degree, but rather, is there an undereducated public ready to take advantage of this degree. In a recent study[1] conducted through the Washington County School District, parents were surveyed as to their own educational attainment. While this survey does not necessarily represent the entire county population, the 2,153 respondents clearly indicate a large population base with less than a bachelor's degree. Additionally, as indicated in the U.S. Census Bureau's 2005 American Community Survey, 87.4 percent of the county's 25- to 34-year-old age group does not have a bachelor's degree.

Washington County is growing. It is the fastest growing metropolitan area in Utah and the second fastest growing in the U.S. Population estimates for the end of the next decade are 200,000.[2] Non-farm annual job growth in Washington County is 10.2 percent, second-highest in the state behind only Tooele County at 11.5 percent.[3] This is well above the statewide average of 4 percent and the national average of just under 3 percent for the year 2005.[4] DSC is the sole state institution of higher education located in the county.

The Utah Department of Workforce Services (DWS), reports that the projected skills in the highest demand for new hires in Utah all relate to Organization and Leadership. In fact, of the top 16 skills in demand, 14 are an integral part of the Organization and Leadership curriculum. Altogether, DWS estimates a demand of 57,920 new hires over the 10-year period from 2002–12 for people with these specific skills.[5]

DWS also reports data by occupations that show projections for Utah job opportunities (employment estimates, annual openings) in each of the recognized occupation categories. In those categories related to Organization and Leadership that require persons with bachelor's degrees, DWS estimates a demand of 1,550 new hires per year over a 10-year period from 2004–2014[6]. .

DSC officials realize that it will take a major marketing effort to make potential students aware of the degree and help them to see how it can benefit them. However, since the degree is self-funding and since the degree will not begin course offerings until a cohort has registered, neither DSC nor the state is jeopardized by offering the degree. As enrollments build and the demand for the degree increases, faculty and staffing can be provided from the funds received.

The benefits to this emphasis are wide and varied, and include the following:
- It helps DSC and USHE fulfill their missions.
- It responds to and helps fulfill the needs of the community and many of the employed adult learners within the community.
- It has a flexible schedule and mode of delivery to provide an opportunity for those students who are "trapped" by their work schedule so they can continue their education.
- It shortens the overall time to completion because of the continuous cohort format.
- It provides an opportunity for those completing the program to improve their standard of living.

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[1] Office of Institutional Research @ Dixie State College – Washington County School and Community Survey 2006.
[2] Source: Utah Population Estimates Committee; Utah Governor's Office of Planning and Budget.
[3] Source: Utah Department of Workforce Services; U.S. Bureau of Labor Statistics.
[4] Source: Utah Department of Workforce Services.
[5] Source: Projected Demand for Skills for Employment, Utah Department of Workforce Services.
[6] Source: Utah Occupational Projections 2004–2014 for the following occupational categories: Advertising, Marketing Promotions, Public Relations, and Sales Managers (SOC 11-2000); Operations Specialties Managers (SOC 11-3000); and Business Operations Specialists (SOC 13-1000).

Institutional Impact: After careful reflection by administration and affected DSC faculty, this proposed emphasis is not anticipated to negatively impact either the Business or Communication Department enrollments, nor will it negatively impact other degree offerings at DSC. With this emphasis being self funding and offered in the evenings, traditional students enrolling in degree programs at DSC are not likely to become involved. Likewise, with enrollees required to have an associate's degree or its equivalent, the emphasis will not negatively impact lower-division general education offerings. However, it may increase some enrollments in evening general education offerings by prospective students completing the last of their general education requirements in order to enroll in the Organization and Leadership emphasis.

Administration of the degree will add some load to administrators and staff in both the Continuing Education School and the Communication Department. Initially DSC anticipates that current administration and staff will absorb the load. However, as the program grows, careful attention will need to be paid to this load. DSC anticipates hiring two new full-time faculty and one lecturer/advisor to assist with the teaching of this emphasis. The lecturer/advisor will likewise pick up a substantial portion of the support requirements for each cohort. Recognizing that this degree completion program is designed to be self supporting, the revenues generated from tuition will be used to cover the costs of these hires.

The introduction of this evening program should enhance the utilization of space during a time of day/night when the physical facilities are not fully employed. This should assist DSC in more efficient use of the resources provided. Because of the nature of the courses involved in this emphasis, no additional equipment will be needed beyond that supplied in the classrooms already on campus. Additionally, the online infrastructure is already in place to support this degree approach.

Finances: This program is unique in that it is self-supporting and meets the educational needs of a rapidly expanding public. The anticipated expenditures and revenues for this adult degree completion program in Organization and Leadership leading to a baccalaureate degree in Communication are as follows:

One hundred percent of the program revenue will be generated by the students, who will pay an anticipated $12,000 in tuition for the entire program. Implementation of this degree program will not require reallocation. There will not be a negative impact on any budget.

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	25	50	50	50	50
Cost Per FTE					
Student/Faculty Ratio	12.5	16.7	16.7	16.7	16.7
Projected Headcount	25	50	50	50	50
Projected Tuition					
Gross Tuition					
Tuition to Program	$300,000	$600,000	$600,000	$600,000	$600,000

5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	99,000	158,000	158,500	158,500	158,500
Benefits	39,000	64,500	64,500	64,500	64,500
Total Personnel	130,000.00	215,000	215,000	215,000	215,000

Current Expense	12,000	14,000	14,000	14,000	14,000
Travel					
Capital	5,000	5,000	5,000	5,000	5,000
Library Expense	10,000	5,000	5,000	5,000	5,000
Total Expense	$ 157,000	$ 239,000	$239,000	$239,000	$239,000
Revenue					
Legislative Appropriation	0	0	0	0	0
Grants	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	$300,000	$600,000	$600,000	$600,000	$600,000
Total Revenue	$300,000	$600,000	$600,000	$600,000	$600,000
Difference					
Revenue-Expense	$ 143,000	$361,000	$361,000	$ 361,000	$361,000

Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/AMH

7

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>UESP – Policy Revision *R685, Utah Educational Savings Plan Trust*</u>

<u>Issue</u>

It is necessary to update Regents Policy regarding the Utah Educational Savings Plan Trust (UESP) to bring it into conformity with existing practice.

<u>Background</u>

Over the last several years, UESP's laws and materials have been updated and made more complete and descriptive. This existing policy is substantially out of date with current practice and needs to be replaced. The proposed policy conforms to UESP's state law, disclosure documents and current practices. The proposed policy is attached. A copy of the existing policy is also attached for your information.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the revised policy R685, Utah Educational Savings Plan Trust.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/LNW
Attachment

R685, Utah Educational Savings Plan Trust

R685-1. Purpose
Under authority granted by Congress in Internal Revenue Code (IRC) Section 529, the Utah State Legislature established the Utah Educational Savings Plan (UESP) to encourage Utah families to save for the costs of higher education. UESP promotes participation through a campaign of easy access and simple requirements. Dedicated to providing quality investment choices and excellent customer service, UESP aims to attract both Utahns and non-Utahns to the program to achieve economies of scale.

R685-2. References
2.1. Utah Code Title 53B, Chapter 8a (Utah Educational Savings Plan Trust)
2.2. Utah Code Title 67, Chapter 16 (Utah Public Officers' and Employees' Ethics Act)
2.3. Utah Code Title 51, Chapter 7 (State Money Management Act)
2.4. Utah Code Title 59, Chapter 10 (Individual Income Tax Act)
2.5. Utah Code Title 59, Chapter 7 (Corporate Franchise and Income Taxes)
2.6. Internal Revenue Code, Section 529
2.7. UESP Program Description

R685-3. Definitions
Program Description: A booklet describing UESP, its investment options, rules and requirements for participation, and legal disclosures.

R685-4. Policy
UESP provides account owners and prospective account owners with a Program Description. This document contains information individuals should know before participating with UESP, including appropriate investment disclosures.

The Program Description incorporates applicable federal and state law requirements, as well as other relevant rules. UESP operations are in accordance with these requirements. Account owners must sign an account agreement, which is considered a contract and incorporates the Program Description.

UESP respects the customer's right to privacy and recognizes its obligation to keep information secure and confidential. UESP does not disclose any non-public personal information about its customers or former customers to anyone, except as permitted by law.

R685-4. Governance
UESP regularly reports to the Utah Higher Education Assistance Authority Board. Specifically, UESP reports on its status, growth, standing in the industry, outreach efforts, and periodically provides investment option analysis.

R685, Utah Educational Savings Plan Trust

R685-1. Purpose

To provide rules for the administration and operation of the Utah Educational Savings Plan Trust established by Utah Code Title 53B, Chapter 8a.

R685-2. References

2.1. Utah Code Title 53B, Chapter 8a (Utah Educational Savings Plan Trust)

2.2. Utah Code Title 67, Chapter 16 (Utah Public Officers' and Employees' Ethics Act)

2.3. Utah Code Title 51, Chapter 7 (State Money Management Act)

R685-3. Definitions

Many terms used in this rule are defined in Section 53B-8a-102. In addition, the following terms are defined by this rule.

3.1. The term **"Academic Period"** shall mean one semester or one quarter or an equivalent period for a vocational technical institution.

3.2. The word **"account"** shall denote the account in the program fund established and maintained under the trust for a beneficiary.

3.3. The term **"account balance"** shall mean the fair market value of an account as of the accounting date.

3.4. The term **"accounting date"** shall mean the date, not later than the last business day of each quarter as determined by the program administrator.

3.5. The term **"administrative fee or charge"** shall mean a fee charged by the trust authorized by 53B-8a-103(k), consisting of the following: ((i) an annual account maintenance fee payable to the administrative fund, deducted from the account assets held under the participation agreements of participants (but not deducted from the account assets of participants selecting option 1), not to exceed $50 annually; and (ii) a daily charge deducted from the assets of participants (but not charged to accounts of participants selecting option 1) in the program fund at a rate equivalent to an annual effective rate of not more than 0.50% ,no more than 0.25% of which shall be payable to the administrative fund, and no more than 0.25% of which shall be payable to the investment advisor for the trust.

3.6. The term **"dependent person"** shall mean a person who is unable to meet all of the criteria listed in subsection 3.8 of this rule.

3.7. The term **"domicile"** shall mean a person's true, fixed and permanent home. It is the place where the person intends to remain, and to which the person expects to return without intending to establish a new domicile elsewhere.

3.8. The term **"independent person"** shall mean a person who meets all of the following criteria. An independent person is one:

3.8.1. whose parent has not claimed such person as a dependent on federal or state income tax returns for the tax year preceding the date of a request to establish a vested participation agreement;

3.8.2. who demonstrates no financial dependence upon parent(s); and

3.8.3. whose parents' income is not taken into account by any private or governmental agency furnishing educational financial assistance to the person, including scholarships, loans, and other assistance.

3.9. "Investment options" shall mean the investment options available for selection by a participant at the time of enrollment or change of option. Investment risk under the options ranges from conservative to most aggressive. There are no guarantees regarding moneys invested under any option, either as to earnings or as to return of principal. The value of each participant account depends on the performance of the investments selected by the trust. Each participant assumes the investment risks associated with the investment option selected. Once an investment option is selected, a participant may not change to another investment option unless authorized by the Internal Revenue Service or Treasury as being in compliance with Section 529 of the Internal Revenue Code.

3.10. "Notice to Delay Trust Benefits" shall mean the form which a participant submits to the program administrator of the trust to delay benefits under a participation agreement.

3.11. "Notice to Adjust Payments" shall mean the form which a participant submits to the program administrator of the trust to change the payment amount or payment schedule of the participation agreement.

3.12. "Request to Substitute Beneficiary" shall mean the form which a participant submits to the program administrator of the trust to request the substitution of a beneficiary.

3.13. "Notice to Terminate Agreement" shall mean the form which a participant submits to the program administrator of the trust to terminate a participation agreement under the trust.

3.14. "Notice to Use Trust Benefits" shall mean the form which a participant submits to the program administrator of the trust to notify the trust of the date benefits are to begin and level of benefits to be paid.

3.15. The term **"parent"** shall mean one of the following:

3.15.1. A person's father or mother; or

3.15.2. A court-appointed legal guardian. The term "parent" shall not apply if the guardianship has been established primarily for the purpose of conferring the status of resident on a person.

3.16. The word **"payments"** shall denote the money paid by the participant to the trust under the participation agreement.

3.17. The term **"public treasurer"** shall mean the Assistant Commissioner for Student Loan Finance who has the responsibility for the safekeeping and investment of all trust funds.

3.18. The term **"qualified proprietary school approved by the board"** shall mean a proprietary school which is fully accredited by a regional accrediting association or commission, the Accrediting Commission for Career Schools and Colleges of Technology, or the Accrediting Council for Independent Colleges and Schools, for which the student loan cohort default rate most recently published by the U.S. Department of Education is less than 20 percent, and which has not been placed on a reimbursement basis for financial aid programs by the U.S. Department of Education or under any limitation, suspension, or termination action or letter of credit requirement from the U.S. Department of Education or a guaranty agency under the Federal Family Education Loan Program.

R685-4. Participant Eligibility

Purpose - Section 53B-8a-106 provides that the trust may enter into participation agreements with participants to effectuate the purposes, objectives and provisions of the trust. This rule establishes the eligibility criteria for a participant.

4.1. Participant Eligibility - A participant may be a resident of any state.

4.2. Participation Agreement - A participant shall execute a participation agreement with the program administrator that specifies the terms and conditions under which the participant shall participate in the trust.

4.3. Valid Social Security Number - A participant shall, on signing a participation agreement, provide the program administrator with his or her valid social security number.

R685-5. Beneficiary Eligibility

Purpose - Section 53B-8a-106 provides that a beneficiary of a participation agreement must be designated from date of birth through age 18 for the participant to receive Utah income tax benefits. This rule establishes the eligibility criteria for a beneficiary.

5.1. Beneficiary Eligibility - A beneficiary may be a resident of any state and may be any age. However, for a participant to subtract allowable investments from federal taxable income on a Utah income tax return, on the day the participation agreement is executed, the beneficiary must be younger than 19 years of age.

5.2. Proof of Age - A participant shall, on signing a participation agreement, provide the program administrator with proof of the beneficiary's age, in the form of a birth certificate or such other form as the program administrator may require.

5.3. Valid Social Security Number - A participant shall, on signing a participation agreement, provide the program administrator a valid social security number of the beneficiary.

R685-6. Payments and Payment Schedules

Purpose - Section 53B-8a-106 states that participant agreements shall require participants to agree to invest a specific amount of money in the trust for a specific period of time for the benefit of a specific beneficiary, not to exceed an amount determined by the board and not to exceed total estimated higher education costs as determined by the board. This rule provides for implementation of this provision.

6.1. Payment Schedule - A participant must specify a schedule for making payments according to a participation agreement. Acceptable payment schedules are, 1) weekly, 2) bi-weekly, 3) monthly, 4) annually, and 5) other.

6.2. Payment - A participant must specify a payment amount to be paid according to the payment schedule chosen by the participant. The specified payment amount must be at least twenty-five dollars.

6.3. Maximum Payments - The total of all payments made on behalf of a beneficiary into this trust and the supplemental trust enacted in Section 53B-8b may not exceed the cost of qualified higher education expenses for four years of undergraduate plus three years of graduate enrollment at the highest cost public or private institution authorized under the plan. Payments in excess of this maximum shall be returned to the participant. The maximum amount of investments that may be subtracted from federal taxable income under Subsection 59-10-114(2)(j) shall be $1,200 for each individual beneficiary for the 1996 calendar year and an amount adjusted annually thereafter to reflect increases in the Consumer Price Index.

6.4. Annual Adjustments - Annual adjustments to the maximum amount of payments allowable under a participation agreement in a given calendar year shall be published by the Trust program administrator prior to the beginning of that year.

6.5. Amendments - Payment amounts and payment schedules may be adjusted by submitting to the program administrator notice to adjust payments. No administrative fee may be charged to participants for such adjustments.

R765-685-7. Substitution of Beneficiary.

Purpose - Section 53B-8a-106 provides that beneficiaries may be changed subject to the rules and regulations of the board. This rule establishes the criteria for substituting one beneficiary for another.

7.1. Substitution - A participant may substitute a beneficiary at any time prior to the date of admission of any beneficiary of a participation agreement to an institution of higher education and may transfer funds to another beneficiary account at any time. The substitute beneficiary must be eligible for participation pursuant to section 5 of this rule, and be a member of the family of the beneficiary being substituted as defined in subsection 7.1.1 of this rule.

7.1.1. Member of Family - An individual shall be considered a member of a beneficiary's family only if such individual is:

7.1.1.1. an ancestor of such beneficiary;

7.1.1.2. a spouse of such beneficiary;

7.1.1.3. a lineal descendant of such beneficiary, of such beneficiary's spouse, or of a parent or grandparent of such beneficiary; or

7.1.1.4. the spouse of any lineal descendant described in subsection 7.1.1.3.

7.1.1.5. For purposes of the preceding sentence, a legal adoption shall be considered as though it establishes a blood relationship between an adopted child and parent.

7.2. Request - A participant may request that a beneficiary be substituted by submitting to the program administrator a request to substitute beneficiary. The request shall accompany evidence, as specified by the program administrator, that the proposed substitute beneficiary is a member of the family of the beneficiary.

R685-8. Cancellation and Payment of Refunds

Purpose - Section 53B-8a-108 provides that any participant may cancel a participation agreement at will. This rule establishes the criteria for canceling participation agreements and providing refunds.

8.1. Cancellation - A participant may at any time cancel a participation agreement, without cause, by submitting to the program administrator notice to terminate agreement.

8.2. Payment of Refund - If the participation agreement is canceled, the participant is entitled to a refund. The refund shall be mailed or otherwise sent to the participant within sixty days after receipt by the program administrator of notice to terminate the participation agreement. The amount of the refund shall be the total of all contributions made plus actual investment income (including capital appreciation or depreciation) on the contributions, up to the current account balance as adjusted for any market change.

8.3. Death or Disability of the Beneficiary, Receipt of a Scholarship, or Rollover Distribution - The participant is entitled to a refund of one-hundred percent of all payments made under the participation agreement plus all investment income which has been credited to the participant's account less any market loss and any amount paid by the trust for educational expenses of the beneficiary upon the occurrence of, 1) death of the beneficiary, 2) permanent disability or mental incapacity of the beneficiary, 3) receipt of a scholarship (or allowance or payment described in section 135(d)(1)(B) or (C) of the Internal Revenue Code) by the designated beneficiary to the extent the amount of the distribution does not exceed the amount of the scholarship, allowance, or payment, or 4) a rollover distribution to another program or account qualifying under Section 529 of the Internal Revenue Code. Under such circumstances, no administrative fee shall be charged.

8.3.1. Before a cancellation and refund due to the death of a beneficiary is made, a participant must provide the trust a copy of the beneficiary's death certificate or other proof of death acceptable under state law.

8.3.2. Before a cancellation and refund due to the disability or mental incapacity of a beneficiary is made, a participant must provide to the trust written certification from a qualified and licensed physician that the beneficiary cannot reasonably attend school.

8.3.3. Before a cancellation and refund due to the receipt of a scholarship, allowance or payment, a participant must provide to the trust written proof of the receipt by the beneficiary of a scholarship, allowance or payment and the amount thereof.

8.4. Refunds Reported - Funds that are refunded to a participant pursuant to this section shall be reported to the appropriate taxing authorities for the tax year in which such refund is made.

R685-9. Vested Participation Agreement

Purpose - Section 53B-8a-106 provides that the beneficiary of a vested participation agreement shall be considered a Utah resident for tuition purposes. This rule establishes the criteria for determining whether a participation agreement has vested.

9.1. Residency Requirement - An individual who has at any time been a resident of the State of Utah for at least eight continuous years and was designated as a beneficiary under a participation agreement for that entire eight year period, shall be deemed to have a vested

participation agreement, even if the beneficiary leaves the state prior to enrollment in an institution of higher education.

9.2. Proof of Residency - At any time following the expiration of the period of eight years of continuous residency by the beneficiary, either the participant or the beneficiary may submit to the program administrator evidence of the residency for the purpose of establishing the vested participation agreement.

9.2.1. Evidence submitted on behalf of a dependent person shall pertain to the domicile of either parent during the claimed period of residency. Evidence submitted on behalf of an independent person shall pertain to the domicile of such person during the claimed period of residency.

9.2.2. The determination of residency shall be based upon verifiable circumstances or actions. No single fact is paramount, and each situation shall be evaluated to identify those facts which are essential to the determination of domicile.

9.2.3. The following facts, although not conclusive shall have probative value in support of a claim for resident classification.

9.2.3.1. Full-time employment in Utah or transfer to an employer in contiguous area while maintaining domicile in Utah.

9.2.3.2. Filing of Utah resident income tax return for each applicable calendar year of claimed residency status.

9.2.3.3. Attendance as a full-time, nonresident student at an out-of-state institution of higher education while determined to be a resident of Utah.

9.2.3.4. Abandonment of a former domicile and establishing domicile in Utah with attendance at an institution of higher education following and only incidental to such change in domicile.

9.2.3.5. Payment of occupational taxes in Utah.

9.2.3.6. Payment of real property taxes in Utah.

9.2.3.7. Payment of intangible personal property taxes in Utah.

9.2.3.8. Ownership of real property in Utah, if the property was used as a residence during the claimed period of residency.

9.2.3.9. Long-term lease of housing during the claimed period of residency.

9.2.3.10. Utah automobile registration during the claimed period of residency.

9.2.3.11. Utah driver's license during the claimed period of residency.

9.2.3.12. Registration as a Utah voter during the claimed period of residency.

9.2.3.13. Corroborating affidavit of a non relative.

9.2.4. The determination of residency shall be based upon verifiable circumstances or actions and authenticated copies of relevant documentation. The program administrator may request additional documentation to clarify circumstances and formulate a decision that considers all relevant facts.

9.3. Non transferability - Although the participant may freely substitute beneficiaries under a participation agreement, the residency status acquired by a beneficiary of a vested participation agreement shall not be used to confer such status on a substitute beneficiary, nor shall the residency of one beneficiary be taken into account in the establishment of a vestment period of substitute beneficiary.

R685-10. Payment of Benefits

Purpose - Section 53B-8a-106 provides that payment of benefits provided under participation agreements must begin not later than the first full academic quarter or semester at an institution of higher education following the beneficiary's 22nd birthday or high school graduation, which ever is later, unless the participant notifies the program administrator to the contrary. This rule establishes the procedures for the payment of benefits.

10.1. Distribution of Benefits - For payment of benefits from the trust to begin, the participant shall submit a notice to use trust benefits.

10.2. Delay of Distribution - For payment of benefits to be delayed beyond four months after the beneficiary's 22nd birthday, the participant must submit a notice to delay trust benefits unless the beneficiary was over the age of 18 when the account was established. If no such notice is submitted, the program administrator shall refund money held by the trust on behalf of the participant according to section 8 of this rule.

10.3. Limit on Delay of Distribution - Participants may delay the distribution of trust benefits until the beneficiary's 27th birthday or for ten years from the date the account was established if the beneficiary was over the age of 18 at the date of establishment. If the participant does not submit a notice to use trust benefits on or before beneficiary's 27th birthday or ten years from the date of account establishment and the participant does not elect to roll the funds into another family member account or to substitute a beneficiary, the program administrator shall refund money held by the trust on behalf of the participant according to section 8 of this rule.

10.3.1. The program administrator may waive the age or time limit identified in subsection 10.3 of this rule if, in the judgment of the program administrator, the probability that the beneficiary will attend a higher education institution in the near future is significant.

10.4. Payout Schedule - Upon submission of a notice to use trust benefits, the participant shall specify the level of benefits to be paid. The participant may elect distribution of an allotment of the account balance, calculated by dividing the account balance by the number of academic periods in the beneficiary's program of study, or a higher amount, which shall not exceed the beneficiary's higher education costs for each academic period. The participant may adjust the level of benefits paid in any academic period by notifying the program administrator in writing.

10.5. Duration of Payout - Distribution of benefits shall begin after receipt by the program administrator of notice to use trust benefits and shall continue throughout the beneficiary's period of enrollment at an institution of higher education or until the account balance has been exhausted, whichever occurs first.

10.6. Interruption in Attendance - If following the submission of a notice to use trust benefits, the beneficiary interrupts his or her attendance at an institution of higher education, the participant shall submit a notice to delay trust benefits specifying the period for which trust benefits shall be delayed.

10.7. Unused Benefits - If the beneficiary graduates from an institution of higher education, and a balance remains in the beneficiary's account, the program administrator shall refund the balance of the payments and the earnings from the investments in the program fund remaining in the account to the participant. The program administrator shall make the payment from the program fund within sixty days from the date of the beneficiary's graduation. The refund shall be made unless the beneficiary plans to continue at a higher education institution and the participant submits a completed notice to delay benefits or notice to use trust benefits.

10.8. Refunds Reported - Funds that are refunded to a participant pursuant to this section shall be reported to the appropriate taxing authorities for the tax year in which such refund is made.

R685-11. Higher Education Costs

Purpose - Section 53B-8a-101 authorizes the establishment of the Utah Educational Savings Plan Trust to encourage individuals to save for future higher education costs. This rule established the definition of higher education costs.

11.1. Definition - The term "higher education costs" shall mean charges for tuition, fees, books, supplies and equipment required for enrollment or attendance of a designated beneficiary at an institution of higher education.

11.2. Payment of Benefits - The payment of benefits pursuant to subsection 10 of this rule may be made only for higher education costs as defined in subsection 11.1.

R685-12. Investment Policy

Purpose - This rule is applicable to all investments by the Utah Educational Savings Plan Trust and to Trustees for funds covered by Trust agreements.

12.1. Investment Objectives - The primary objectives, in priority order, of investment activities shall be:

12.1.1. to provide compliance with the State Money Management Act and related Rules.

12.1.2. to provide adequate liquidity levels to meet Trust obligations.

12.1.3. to provide guidelines as to the types and maturities of investments while considering: (a) the availability of funds to cover current needs; (b) maximum yields on investments of funds, and (c) minimum exposure to risk of loss.

12.1.4. All fixed income investments will be suitable to be held to maturity; however, sale prior to maturity may be necessary and warranted in some cases. The Trust's investment portfolio will not be used for speculative purposes.

12.1.5. The public treasurer will consider and meet the following objectives when investing Trust funds:

12.1.5.1. safety of principal;

12.1.5.2. need for liquidity;

12.1.5.3. yield on investments;

12.1.5.4. recognition of the different investment objectives of Program, Endowment and Administrative Funds; and

12.1.5.5. maturity of investments, so that the maturity date of the investment does not exceed the anticipated date of the expenditure of funds.

12.2. Standards of Care - Standards of care include:

12.2.1. Prudence - Selection of investments as authorized by this policy shall be made with the exercise of that degree of judgment and care, under circumstances then prevailing, which a person of prudence, discretion, and intelligence would exercise in the management of his or her own affairs, not for speculation but for investment, considering the probable safety of capital, as well as the probable benefits to be derived and the probable duration for which such investment may be made, and considering the investment objectives specified in this policy.

12.2.2. Ethics and Conflicts of Interest - Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any personal financial or investment positions that could be related to the performance of the investment in accordance with Utah Code Annotated 67-16-1, Utah Public Officer's and Employees' Ethics Act.

12.2.3. Delegation of Authority - Authority to manage the investment program is granted to the Trust's public treasurer who is responsible for the operation of the investment program and who shall carry out established written procedures and internal controls for the operation of the investment program consistent with this investment policy.

12.3. Safekeeping and Custody - Standards of safekeeping and custody shall include:

12.3.1. Internal Controls - The public treasurer is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the Trust are protected from loss, theft or misuse. The internal control structure shall be designed to provide reasonable assurance that these objectives are met.

12.3.1.1. Accordingly, the public treasurer shall establish a process for an annual independent review as provided by the state auditor to assure compliance with policies and procedures.

12.3.2. Custody -

12.3.2.1. The public treasurer shall have custody of all securities purchased or held and all evidence of deposits and investments of all funds. All securities shall be delivered versus payment to the public treasurer or to the treasurer's safekeeping bank.

12.3.2.2. The public treasurer may deposit any of these securities with a bank or trust company to be held in safekeeping by that custodian.

12.3.2.3. The provisions of this subsection apply to any book-entry-only security the ownership records of which are maintained with a securities depository, in the Federal Book Entry system authorized by the U.S. Department of Treasury, or in the book-entry records of the issuer, as follows:

12.3.2.3.1. the direct ownership of the security by the public treasurer shall be reflected in the book-entry records and represented by a receipt, confirmation, or statement issued to the public treasurer by the custodian of the book-entry system; or

12.3.2.3.2. the ownership of the security held by the public treasurer's custodial bank or trust company shall be reflected in the book-entry records and the public treasurer's ownership shall be represented by a receipt, confirmation, or statement issued by the custodial bank or trust company.

12.3.3. All investments shall be approved by the State Treasurer.

12.4. Authorized Investments - Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with the issuers of the investment securities. The remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. Deposits into the Trust's Administrative Fund and Program Fund may be invested only in assets that meet the Trust's investment objectives and criteria and the requirements of the State Money Management Act as amended, including the State Public Treasurer's Investment Fund, equity securities, such as common and preferred stock issued by corporations listed on a major securities exchange and mutual funds or such equity securities, and bonds or other fixed-income securities issued by domestic corporations rated A or higher or by the United States, the State of Utah, or a political subdivision thereof.

12.5. Reporting - The public treasurer will prepare monthly and quarterly investment reports with appropriate assertions which will be submitted to the Utah State Board of Regents Student Finance Subcommittee for review and approval. The Subcommittee will determine the format and information to be reported.

R685-13. Earnings in Program Fund

Purpose - Section 53B-8a-107 provides the Trust with authority to invest, via the program fund, payments made by a participant under a participation agreement. This rule establishes the terms for the payment of interest, dividends, and market adjustments to individual participant accounts within the program fund.

13.1. Quarterly Crediting - The trust shall credit interest or dividend earnings and make positive or negative market adjustments from the program fund to individual participant accounts at least on a quarterly basis.

13.2. Pro-rata Share - A pro-rata share of interest or dividends earned by the program fund during a given quarter shall be credited to each participant account at the end of the quarter. The pro-rata amount posted to each individual account shall be based on the average daily balance of the individual account compared to the average daily balance of the program fund during the quarter.

13.3. Transfers to Administrative Fund - Upon approval of the board, up to .5 percentage points of interest earned annually in the program fund may be transferred to the administrative fund for administrative purposes.

13.4. Quarterly Statement - At the close of each quarter, the Trust shall provide for each participant a statement listing the beginning balance, interest or dividends earned, positive or negative adjustments to market value, and closing balance of the participant's account held in the program fund.

R685-14. Earnings in Endowment Fund

Purpose - Section 53B-8a-107 provides that each beneficiary for whom funds are saved under a participation agreement shall receive an interest in a portion of the investment income of the endowment fund of the Trust. This rule provides for implementation of this provision.

14.1. Transfers to Administrative Fund - Upon approval of the board, up to two percentage points of interest earned annually in the endowment fund may be transferred to the administrative fund for administrative purposes.

14.2. Earmarking of Endowment Interest - A portion of the interest earned by the endowment fund that is not transferred to the administrative fund shall be earmarked for use by the beneficiary of each participation agreement.

14.3. Pro-rata Share - Each quarter, a pro-rata amount of endowment fund interest shall be earmarked to each participant account eligible under any restrictions imposed by a donor on contributions to the Endowment Fund. The pro-rata amount shall be based on the average daily balance of the eligible account held on behalf of a beneficiary in the program fund compared to the average daily balance of all eligible accounts in the entire program fund during the quarter, up to an amount equal to .25 percent of the amount saved on behalf of the beneficiary in such account.

14.4. Reversion of Earmarked Interest - The earmarking of endowment interest for use by a beneficiary shall not constitute ownership of such interest on the part of any beneficiary or participant. Upon cancellation of a participation agreement, endowment interest earmarked to an account shall revert back to the endowment fund.

14.5. Reinvestment of Endowment Interest - Endowment Interest that is not either transferred to the administrative fund or earmarked for use by a beneficiary under a program agreement shall be reinvested in the endowment fund.

14.6. Quarterly Disclosure - The quarterly statement provided to each participant by the Trust shall disclose both the quarterly and cumulative amounts of endowment interest that have been earmarked for use by a beneficiary under a participation agreement.

14.7. Payment of Benefits - When payment of benefits for the beneficiary begin under a participation agreement, interest from the endowment fund that has been earmarked for use by the beneficiary shall be made available for higher education costs, and shall be disbursed with the principal and interest held on behalf of the beneficiary in the program fund according to section 10 of this rule.

R685-15. No Pledging of Trust Funds as Security

15.1. Funds held by the Utah Educational Savings Plan Trust may not be used by a participant or a beneficiary under a participation agreement as security for a loan.

(Adopted September 26, 1996; amended by the UHEAA Board of Directors May 13, 1997, November 10, 1998, April 27, 1999, April 11, 2000, June 20, 2002 January 14, 2003 and June 26, 2003.)

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Campus Master Plan

Utah Valley University seeks approval of its updated Campus Master Plan during the Regents' visit to the UVU campus October 2008; since its last presentation to the Board of Regents the following changes have been made to UVU's Master Plan:

- Sale of property on UVU West Campus of 8 acres for UTA Front Runner and Bus Rapid Transit.
- Addition of 5 acres from the purchase of the Nielsen Orchard for use as additional intramural fields.
- Addition of 3 acres from the purchase of Murdock property as well as 19,000 square feet of additional space.
- Mitigation of wetlands for use of the Track & Field (with details on the Track and Field's upcoming construction).
- Construction of Economic Development Building on UVU West Campus.

The most recent map of the Master Plan is attached. Further handouts pertaining to the changes to UVU's Master Plan may be hand carried to the Board meeting. College officials will be present and will respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Utah Valley University's Campus Master Plan.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/TC
Attachment

UVU UTAH VALLEY UNIVERSITY

CAMPUS MASTER PLAN

AB	Advancement Building
BA	Browning Administration
CE1	Continuing Education
CE2	Continuing Education
CP	Central Plant
CS	Computer Sciences And Engineering
EB	Education Building
EC	Economic Resource Center
ET	Environmental Technology
FA	Faculty Annex
FC	Facilities Complex
GT	Gunther Trades Building
IR	Institutional Residence
LA	Liberal Arts
LC	Losee Learning Resource Center
MC	McKay Events Center
MT	Mountainland Applied Technology Center
PE	Physical Education
PS	Pope Science Building
PX	Baseball Facility
SA	Sparks Automotive Trades Building
SC	Sorensen Student Center
WB	Woodbury Business Building

EXISTING FACILITIES

FUTURE FACILITIES

NON-UVU FEATURE

WATER FEATURE

Storm Retention Pond

COLLEGE DRIVE

Parking Structure

Fieldhouse

Playing Field

EB

Substation

800 SOUTH

800 SOUTH

Playing Field

Potential Overpass

Potential Future UVSC Expansion

Playing Field

Future Building Site

Clock Tower

Digital Learning Center

Potential New LDS Institute

National Guard

Proposed Building

Proposed Building

Potential Future Building

MT

Future Building Site

Performing Arts Center

Classroom Building

Institute Parking

LA

CE1

FUTURE INTERMODAL CENTER

UTA LOOP

Potential Building

PE

Pedestrian Underpass

LDS Institute

IR

FC

960 SOUTH

Potential Pedestrian Access

INTERSTATE 15

Soccer

PE

Parking Structure

CS

MC

SC Addition

SC

LC

GT

GT

Parking Structure

CE2

Softball

Athletics Addition

PS

PS Addition

CP

ET

GT

WB

SA

FA

PLAYING FIELDS

PX

BA

WB Addition

AB

Childcare

EC

UNIVERSITY PARKWAY

PEDESTRIAN UNDERPASS

COLLEGE DRIVE

1200 SOUTH

400 WEST

1250 SOUTH

Murdock Properties

N

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>University of Utah Hospitals and Clinics – Proposed Budget for FY 2009</u>

<u>Issue</u>

In past years, the Legislature instructed the Board of Regents to approve the operating budget of the University of Utah Hospitals and clinics as a condition for the retention of patient fee revenues outside of the state's appropriated budget. At present, the budget has been approved by the hospital board and the U of U Board of Trustees and needs final approval from the Board of Regents.

The FY 2009 budget consists of total operating revenue of $799 million and total operating expenses of $768 million. Revenues have increased 4.2 percent over the prior year. The Total Operating Margin is $30,812,747 or 3.9 percent.

The highlights of the budget are included in the attachment. The information was provided by Gordon Crabtree, CFO University Hospitals and Clinics.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the 2008-2009 budget for the University of Utah Hospitals and Clinics.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/DAM
Attachment

UNIVERSITY of UTAH

HOSPITALS AND CLINICS

Budget FY 2009

Board of Regents

U University Health Care

FY 2009 UUHC Budget Approval Process

June 2008---Approved---Hospital Board---*Budget and Finance Committee*

June 2008---Approved---Hospital Board

August 2008---Approved Univ. of Utah Board of Trustees

October 2008---Request Approval--- Board of Regents

U University Health Care

Budget Overview:

FY 2009 Budget Summary of Results:

56 Budget Reviews with Senior Leaders from:

- School of Medicine/College of Nursing; etc   22 reviews
- Clinical Departments/Units/Entities   34 reviews

Highlights:

Revenue: 4.2% increase = $ 34 million

Pricing increases	$ 10 million
Volume increases	$ 14 million
Payer increases net of Medicaid cuts	$ 10 million

Expenses: 4.6% increase = $ 35 million

3% salary increases =	$12 million
Market adjustments for selected positions =	$ 5 million
Benefit and other compensation adjustments =	$ 4 million
Supplies (after cuts) approx. 2 % increase =	$ 6 million
Positions (after cuts) approx. 1 % increase =	$ 4 million
Other including IT, compliance, depreciation, debt, (net of cuts) $ 4 M.	

Operating Margin: $ 30.8 M. margin or 3.9% (budget basis)

University Health Care

UUHC CONSOLIDATED:

University of Utah Hospitals and Clinics

FY 2009 Budget	FY 07 Actual	FY 08 Budget	FY 09 Budget	FY 09 to FY 08 Var.	FY 09 to FY 08 Var %
Net Patient Revenue	628,967,749	693,286,000	726,426,913	33,140,913	4.6%
Other Operating Revenue	67,498,261	72,203,000	73,003,227	800,227	1.1%
Total Operating Revenue	696,466,010	765,489,000	799,430,140	33,941,140	4.2%
Total Operating Expense	666,838,033	733,427,000	768,617,393	35,190,393	4.6%
Operating Gain (Loss) - Operating Margin	29,627,977	32,062,000	30,812,747	(1,249,253)	-4.1%
Operating Gain (Loss) - Operating Margin %	4.3%	4.2%	3.9%		

Key Workload Statistics

Operating Margin

	FY 07	FY 08 Bud	FY 09
Patient Days	152,696	163,621	155,414
Patient Admissions	23,247	23,587	22,615
Clinic Visits	662,707	717,417	694,880

University Health Care

October 13, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Report on State Building Board Prioritization of Capital Projects</u>

<u>Issue</u>

Information presented to the Regents on the prioritization of capital projects by the State Building Board.

<u>Background</u>

The State Building Board is required by statute to prioritize all capital projects proposed by all state agencies as well as those proposed by institutions of the Utah System of Higher Education. Their prioritization is considered by the Governor in making his budget recommendations to the Legislature, and by the Legislature as they decide which projects to approve. The Building Board heard presentations from the Commissioner, as well as each institution proposing a capital project, on October 1. They are scheduled to make their decision and ranking of projects on October 16. A report on their rankings will be hand-carried to the Board of Regents meeting on October 24.

<u>Commissioner's Recommendation</u>

<u>This is an information item and requires no action.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db

October 14, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Report on State Budget Cuts</u>

<u>Issue</u>

This information is presented to the Regents on the state budget cuts enacted by the Legislature during a Special Session on September 25-26, 2008, and their impact on the Utah System of Higher Education.

<u>Background</u>

Recognizing that global economic forces have impacted Utah's economy, resulting in less state revenue than had been projected last February, Governor Jon M. Huntsman, Jr. called the Utah State Legislature into Special Session on September 25-26 to enact budget cuts to maintain a balanced state budget. The Commissioner and the nine presidents of institutions where the Board of Regents has budget oversight signed a letter to all legislators outlining several principles we hoped would be observed (Attachment A).

Legislative Appropriations Subcommittees met on Thursday, held hearings and presented proposed cuts. In the case of the Utah System of Higher Education, the Office of the Legislative Fiscal Analyst recommended a 3 percent cut in ongoing base budgets totaling $23 million and an additional 5 percent in one-time cuts by recapturing "non-lapsing balances" totaling approximately $38.4 million, for a total cut of nearly $61.4 million and averaging 8 percent. (These numbers do not include UCA, UEN, or UMC; however, similar proposed cuts were recommend for them.) The non-lapsing balance cut was based on the erroneous assumption that these were unallocated and uncommitted reserves, where virtually all funds have been committed and many have been encumbered.

After a concerted effort by the Commissioner's Office and USHE institutions, and with the help and support of Governor Huntsman, a more reasoned approach was taken, resulting in an 4 percent ongoing cut for both this fiscal year and next. This totals $30.7 million, representing higher education's share of the total state budget cut of $251 million. (UCAT, UEN, and UMC also received a 4 percent cut.) In addition to this ongoing cut, the State Board of Regents/Commissioner's Office received a one-time cut of $574,800 from our non-lapsing balances. Since most of the state appropriations to the Board of Regents are for statewide programs that are then passed through to institutions, cuts will have to be reflected in these programs as well. Higher Education also committed to not impose a mid-year tuition increase.

The Legislature did assist Higher Education by providing presidents with a fair amount of discretion in how the cuts are to be imposed by not requiring each cut to be specified in advance. Further, the Legislature passed SB

2003, sponsored by Senator Greg Bell, which provides temporary authority to shift up to 4 percent between appropriated line-items. We see these actions as a vote of confidence in our presidents to manage their institutions.

Cuts of this size cannot be imposed without consequences. The last time budget cuts were imposed (2002-2003), a number of steps were made by institutions to protect students from feeling the brunt of the cuts. In general, the budgets cut then have often not been restored, meaning, this round of cuts may be felt even more directly. Presidents and their staffs are working diligently to manage their institutions within the revenue available and without harming their missions or the students they serve. And yet it should be expected that there will be some reductions in employees, larger class sizes, scaling back or possibly eliminating some programs or services, and other similar measures to ensure that budget targets are met. Further detail on the implementation of the cuts made to the Board of Regents line-item will be hand-carried to the meeting.

The following are the dollar amounts of reductions from each of the institutions:

U of U: $ 10,540,400
USU: $ 6,494,100
Weber: $ 2,887,300
SUU: $ 1,372,000
UVU: $ 2,737,700
Dixie $ 949,300
SLCC $ 2,817,700
Snow $ 889,600
CEU $ 763,200
SBR: $ 1,254,000 ongoing, $574,800 one-time

Total: $ 30,705,300 ongoing, $574,800 one-time

UCAT Admin : $269,700
UCAT Campuses: $2,077,900

Total UCAT: $2,347,600

Commissioner's Recommendation

This is an information item and requires no action.

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachment

September 24, 2008

MEMORANDUM

To: President John Valentine
               Speaker Greg Curtis
               Members of the Utah State Legislature

From: State Board of Regents
               Commissioner William A. Sederburg
               President Michael K. Young
               President Stan L. Albrecht
               President F. Ann Milner
               President Michael T. Benson
               President Scott Wyatt
               Interim President Stephen D. Nadauld
               Interim President Mike King
               Interim President Elizabeth Hitch
               President Cynthia A. Bioteau

Subject: <u>September Special Session</u>

        We respectfully submit the following Statements of Principle for your consideration. We look
forward to working closely with you during the upcoming Special Session.

   1- Higher Education recognizes that we share responsibility with other state-funded programs and
      agencies to assist the state in addressing the current budgetary shortfall. We are willing to do our
      part; however, we request that we not be asked to do more than our fair share.

   2- Each institution of higher education has unique circumstances and challenges. Presidents are
      expected to manage their institutions in a way that meets their mission of serving students and the
      communities where they exist. We request presidents be given maximum flexibility by the
      Legislature to deal with whatever budget cuts are necessary, with full accountability for reporting
      back on exactly how cuts are made. (This should include statutory language providing for
      temporary authority to move money across line items as was done the last time there were state
      budget cuts.)

   3- As directed by the Higher Education Appropriations Subcommittee, and consistent with new
      Regents' policy, USHE institutions have significantly reduced non-lapsing balances while
      maintaining levels which respond to accreditation standards surrounding sound fiscal
      management. Many of these funds are already obligated. Use of any remaining balances to cover

budget reductions should be included in the preceding request for flexibility which institutional presidents will need.

4- Because higher education budgets are composed primarily of personnel costs (including fully 70 percent of this year's budget increase) the majority of these funds are already committed. To minimize reductions in personnel, this year's budget cuts may need to be handled differently from those of the next fiscal year. Again, it is critical that the presidents are given flexibility in making these difficult personnel decisions.

5- At the same time the state is facing revenue shortfalls, the number of students enrolling in the state's colleges and universities is increasing. Preliminary numbers for Fall Semester 2008 show an increase of five percent (5%) for the System. The combination of increased enrollment at a time of budget cuts actually magnifies the impact of every cut.

6- Over the long term, Utah's economic viability depends on a highly-educated and well- trained workforce. Our economy has remained strong because we have created many new jobs in the high-tech/high-wage sector even as jobs have been lost in other sectors of the economy. A high-quality higher education system is essential to attract and retain technology companies as well as grow new industry through research and innovation. Higher education is vital to the state's long-term economic success. With this in mind, as a matter of sound state policy, budget cuts to higher education should be minimized as much as possible.

7- As the economy rebounds and state revenues recover, the Legislature should increase opportunity for prioritization of critical future higher education budget requests, such as funding for any new enrollment growth that may go unfunded in fiscal year 2009-2010, restoring student financial aid, and restoring funding for other new initiatives and capital projects which are reduced as a result of the budget reduction.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>USHE – Annual Report on Leased Space</u>

Regent policy R710 requires an "annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and leased in research parks." Board policy requires institutions to obtain prior Board approval of leases funded from State appropriations that: (1) exceed $100,000 annually; or (2) that commit institutions to leases for a 10-year duration or beyond; (3) or that lead to the establishment of regular state-supported daytime programs of instruction in leased space. System-wide leases increased by a net of six new leases and lease expenditures increased by approximately $474,000 (2.0%). A summary of the changes in leases for each institution is shown below.

Institutional Lease Summary									
	2007			2008			Changes Summary		
Institution	Leases	Square Feet	Rent	Leases	Square Feet	Rent	% Change in Leases	% Change in Square Feet	% Change in Rent
UU	107	1,313,941	$20,183,016	111	1,341,943	$20,614,428	3.7%	2.1%	2.1%
USU	18	149,983	1,135,677	21	155,667	1,036,677	16.7%	3.8%	-8.7%
WSU	3	25,375	121,781	3	25,375	121,781	0.0%	0.0%	0.0%
SUU	28	42,485	319,327	32	46,643	361,328	14.3%	9.8%	13.2%
Snow	0	0	0	0	0	0	n/a	n/a	n/a
DSC	1	5,350	134	1	5,350	134	0.0%	0.0%	0.0%
CEU	10	48,578	63,139	9	38,828	34,201	-10.0%	-20.1%	-45.8%
UVSC	9	133,314	648,978	10	156,314	835,950	11.1%	17.3%	28.8%
SLCC	11	93,047	945,155	6	70,167	886,942	-45.5%	-24.6%	-6.2%
Totals	187	1,812,073	$23,417,207	193	1,840,287	$23,891,441	3.2%	1.6%	2.0%

Attachment 1 provides a three year comparison of number of leases, total square footage and annual rent paid by each institution on page 1. Pages 2-6 detail changes in leases since the last report. Pages 7-13 list summary information for each lease, including location, gross square feet, cost per square foot, and source of revenue for lease payments, expiration data, escalations, and type of space.

Note: At the time of printing, the UCAT lease information was not available. UCAT officials will hand-carry a report to the October meeting. Representatives from each institution will be available to answer questions.

<u>Commissioner's Recommendation</u>

<u>This is an information item only. No action is required.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/KLH/TC
Attachments

Utah System of Higher Education

Annual Lease Space Report FY 2006 thru FY 2008*

Institution	2006 Leases	2006 Sq. Ft	2006 Rent	2007 Leases	2007 Sq. Ft	2007 Rent	2008 Leases	2008 Sq. Ft	2008 Rent
University of Utah	105	1,344,433	$19,295,484	107	1,313,941	$20,183,016	111	1,341,943	$20,614,428
Utah State University	16	146,432	869,717	18	149,983	1,135,677	21	155,667	1,036,677
Weber State University	3	25,375	121,781	3	25,375	121,781	3	25,375	121,781
Southern Utah University	28	41,741	314,881	28	42,485	319,327	32	46,643	361,328
Snow College	0	0	0	0	0	0	0	0	0
Dixie State College of Utah	1	5,840	143	1	5,350	134	1	5,350	134
College of Eastern Utah	8	37,828	9,589	10	48,578	63,139	9	38,828	34,201
Utah Valley State College	8	97,946	364,303	9	133,314	648,978	10	156,314	835,950
Salt Lake Community College	10	71,512	618,231	11	93,047	945,155	6	70,167	886,942
Total Utah System of Education*	**179**	**1,771,107**	**$21,594,129**	**187**	**1,812,073**	**$23,417,207**	**193**	**1,840,287**	**$23,891,441**
Total Increase:	4	(68,385)	$216,874	8	40,966	$1,823,078	6	28,214	$474,234
Total Leases Added:	26	90,284	$1,192,776	14	124,170	$1,387,043	20	83,574	$959,640
Total Leases Ended:	22	(138,923)	($1,669,938)	6	(74,032)	($871,032)	14	(63,076)	($491,706)
Total Leases Changed:	95	68,750	$694,036	103	(9,172)	$1,307,068	102	7,716	$6,300

*UCAT will be presenting its lease space data separately

Source: USHE & OLFA

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
University of Utah					
		2007 Total - University of Utah	107	1,313,941	$20,183,016
	Delete	Dept. of Psychiatry -515 South 700 East, #3C	(1)	(6,886)	(68,859)
	Delete	Spine Therapy Center - 1355 Foothill Boulevard, #200	(1)	(4,785)	(50,868)
	Delete	Westside Studio - 631 West North Temple, #50	(1)		
	Change	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)			2,220
	Change	Murray - Cedar Park, 5282 S. 320 W., #186			4,596
	Change	Sandy - 9875 South 240 West			8,388
	Add	St. George - Building A in Dahle Plaza, 1071 E 100 S.	1	6,600	91,080
	Change	American Fork - 120 N 1220 East #14			936
	Change	Bountiful - 530 South 500 West			3,492
	Change	Cedar City - 1281 North North Field Road			2,892
	Add	Hurricane - 2500 W. State Street	1	6,548	145,368
	Change	Idaho Falls - 2225 Teton Plaza, #A			2,748
	Change	Layton - 940 South Main, Layton, UT			2,784
	Add	Mesquite - 350 Falcon Ridge Parkway Bldg 700 #102	1	4,390	71,124
	Change	Ogden - 5575 South 500 East			6,528
	Change	Provo - 1675 North Freedom Boulevard			3,684
	Change	Redwood- 5400 South 3854 West Taylorsville			
	Change	Sandy - 8750 South Sandy Parkway, Bldg. #3			1,044
	Change	St. George - River Road and 700 South			3,696
	Change	Yellowstone - 1180 Summers Drive, Rexburg, ID			2,280
	Change	Development Office - 540 Arapeen Way			16,220
	Change	Dept. of Anesthesiology - 615 Arapeen Drive, #200			3,917
	Change	Dept. of Technology Transfer - 615 Arapeen Drive, #110			6,912
	Change	Utah Diabetes Center - 615 Arapeen Drive, #100			13,812
	Change	Department of Pharmacy Services - 675 Arapeen Drive, #100			5,784
	Change	The Utah Stem Cell Research - 675 Arapeen Drive, #101 & #302			38,604
	Change	Utah Center for Reproductive Medicine - 675 Arapeen Drive, #205			8,760
	Change	Central Stores - 729 Arapeen Drive			(2,304)
	Change	Department of Radiology - 729 Arapeen Drive			(972)
	Change	University of Utah - Office of the Sr. Vice President of Health Sciences - 729 Arapeen Drive			14,160
	Change	Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way			25,260
	Change	Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A			3,912
	Change	Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C		3,264	65,280
	Change	Genetic Epidemiology - 391 Chipeta Way, #D1 & D-2			3,624
	Change	Department of Genetics & Epidemiology -410 Chipeta Way, #110 & #100 (freezer space			1,500
	Change	Dept-Physiology-410 Chipeta Way, #150,125			1,332
	Change	Dept of Physiology & Cardiovascular #1 & #2 (Formerly Expansion Space)		1,615	41,820
	Change	Lung Health Study, #221 - 410 Chipeta Way, #221, 220,219			2,028
	Change	Rocky Mountain Cancer Data Systems -410 Chipeta Way, #230			$888

	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
		University of Utah - continued			
	Change	Health Sciences - 420 Chipeta Way			$13,260
	Change	Department of Psychiatry -650 Komas, #206			3,876
	Change	Information Technology Services -650 Komas, #100			4,380
	Change	Information Technology Services -650 Komas, #101, 102, 104, 107, 107A, 108			12,732
	Change	Information Technology Services -650 Komas Drive, #105			1,968
	Change	Medical Billing -650 Komas Drive, #202, 203, 204			8,784
	Change	Medical Billing - Office of Compliance- 650 Komas Drive, #205			960
	Change	Neuropsychiatric Institute - Adult Behavioral Clinic -650 Komas Drive, #208			6,480
	Change	Neuropsychiatric Institute - Home -650 Komas Drive, #200		2,281	55,764
	Change	Utah Cancer Registry & Alzheimer's Resource Center -650 Komas Drive, #106 A & E			4,332
	Change	University of Utah Lease - Tenants (See comments) -417 Wakara Way			10,908
	Change	Child Development Center - 419 Wakara Way, #100			3,132
	Change	College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205			4,644
	Change	Human Resources, Payroll - 420 Wakara Way			1,440
	Change	College of Pharmacy - 421 Wakara Way, #318		71	(27,684)
	Change	College of Pharmacy/Center for Cell Signaling - 421 Wakara Way, #360			(627,900)
	Add	Department of Radiology 421 Wakara Way #140	1	4,747	74,292
	Change	Drug Information Center & Pharmacotherapy Outcomes Research Center - 421 Wakara Way, #204		(1,292)	(20,604)
	Change	Pharmacological Outcomes Research Center -421 Wakara Way, #208		3,421	54,744
	Change	Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)			50,628
	Change	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 21A			1,848
	Change	Beehive Square Storage (Physics Department) -Beehive Square Units - Portions of Bldg. 13-15			840
	Change	Bureau of Economic and Business Research - 1060 N. Beck Street, 438			192
	Change	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22A, 23E			5,724
	Add	Continuing Education/School of Business/USTAR College of Law	1	6,605	105,684
	Change	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160			3,036
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #250			1,560
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #270			1,092
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #280			816
	Change	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico		(725)	11,448
	Add	Department of Nephrology (DBA Wasatch Kidney Specialists)	1	2,010	29,148
	Change	Dept. of Neurosurgery - 100 North Medical Drive			1,248
	Change	Dept. of Orthopedics - Ambulatory Care Center (PCMC)			4,068
	Change	Department of Psychology - Family Support Program - 3269 South Main Street			444
	Change	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C			2,988
	Change	HealthNetwork - Basement - 1492 West Antelope Drive, Layton			5,076
	Change	HealthNetwork - Main Floor - 1492 West Antelope Drive, Layton			22,140
	Change	HealthNetwork - Stansbury Park - 220 Millpond, #100			25,224
	Change	Health Sciences 3 - 127 South 500 East (Ambassador Bldg.)			(528)
	Change	Hospital Lease - 144-146South 400 East (Entire Main Floor)			$1,572

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
University of Utah - continued					
	Change	Hospital - Records - 134 South 400 East			$2,400
	Change	Hospitals and Clinics - Centerville Medical Building, 26 S. Main St., Centerville, UT			3,660
	Change	Hospitals and Clinics - Gondola Bldg., Park City Resort Center			468
	Change	Hospitals and Clinics - Redstone Project -Bldg. B - Redstone Business & Retail Center, Park City, UT			10,644
	Change	Hospitals and Clinics - 1091 West Jordan Parkway, #350, 400, 450 & 500 South Jordan			3,228
	Change	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard			50,100
	Change	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #200			468
	Change	Radiation Oncology Program - 1250 East 3900 South, #10			1,848
	Change	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Drive			4,046
	Change	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Drive			1,524
	Add	UU Investment Management	1	138	9,600
		2008 Total - University of Utah	**111**	**1,341,943**	**$20,614,428**
Utah State University					
		2007 Total - Utah State University	**18**	**149,983**	**$1,135,677**
	Change	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **			(30,000)
	Add	Brigham City - Reeder Holding Inv. Early Intervention CPD Up-to-3 10 South 400 East	1	1,302	8,592
	Delete	Box Elder School District, CPD Earl Intervention, Up-to-3, 265 West 1100 South, Brigham City, UT	(1)	(990)	(3,600)
	Add	Cache County /Logan Airport - M&M of Logan LLC, Hangar FL9 & 9A	1	14,275	89,650
	Change	Jamestown Bldg. CPD Early Intervention Up-to-3 1115 No. 200 E, Logan, UT		(1,082)	(17,081)
	Delete	Legacy Apartments, 1651 N 400 E, Logan, Utah for visiting professor	(1)	(1,136)	(9,000)
	Add	Logan - Bullen Center - CVCA, 43 South Main, Logan, UT	1	250	1,200
	Delete	Salt Lake City, Atrium Bldg, 5259 Commerce St, Cont. Ed & Grad Center	(1)	(11,186)	(201,743)
	Change	Salt Lake City - Jan Mar Building 1574 W 1700 S (Escal.)			509
	Add	Tooele - Heritage Fed. Credit Union -888 W. E. Ave, Tooele, UT	1	1,320	7,200
	Add	Tremonton - Capener-Marble Condos, BC Campus, 28 West 100 North	1	1,100	16,045
	Change	Washington DC Apartments (3) for USU interns, 211 Jeff Davis Hwy, Apts. 304, 504 & 604 Washington DC			4,284
	Change	Washington DC Apartment for USU grad students, 211 Jeff Davis Hwy, Apt 916 Washington DC		259	8,844
	Add	Washington DC Apartment for USU Advisor, 211 Jeff Davis Hwy, Apt 1108N Washington DC	1	1,572	26,100
		2008 Total - Utah State University	**21**	**155,667**	**$1,036,677**
Weber State University					
		2007 Total - Weber State University	**3**	**25,375**	**$121,781**
		No Changes			
		2008 Total - Weber State University	**3**	**25,375**	**$121,781**

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
Southern Utah University					
		2007 Total - Southern Utah University	28	42,485	$319,327
	Add	Financial Services - 690 West Industrial Rd, Cedar City	1	96	444
	Change	Head Start - 690 West Industrial Rd, Cedar City		(96)	(444)
	Add	Preschool/Day Care - 690 West Industrial Rd, Cedar City	1	312	960
	Add	Service & Learning - 690 West Industrial Rd, Cedar City	1	96	444
	Add	Shakespeare - 73 South 200 West Unit 1-6, Cedar City	1	3,750	32,400
	Change	Head Start - 141 North Main, Kanab			1,855
	Change	Head Start - 166 North Main, Panguitch			183
	Change	Head Start - 217 East Telegraph, Washington			1,708
	Change	Head Start - 2390 West Hwy 56, Cedar City			2,231
	Change	Head Start - 494 East 900 South, St. George			1,232
	Change	Head Start - 55 West Center, Beaver			52
	Change	Head Start - 705 North 195 West, LaVerkin			936
		2008 Total - Southern Utah University	32	46,643	$361,328
Snow College	No Leases		0	0	$0
Dixie State College of Utah					
		2007 Total - Dixie State College of Utah	1	5,350	$134
		No Changes			
		2008 Total - Dixie State College of Utah	1	5,350	$134
College of Eastern Utah					
		2007 Total - College of Eastern Utah	10	48,578	$63,139
	Delete	Monument Valley - Shared Lease w/USU & SEATC (O&M Only)	(1)	(3,250)	
	Add	Business & Technology Assistance Center	1	3,000	21,602
	Delete	SEATC Main Campus - Price	(1)	(9,500)	(50,540)
		2008 Total - College of Eastern Utah	9	38,828	$34,201
Utah Valley University					
		2007 Total - Utah Valley University	9	133,314	$648,978
	Change	Foundation Building			(33,161)
	Change	Woodbury Art Gallery Commons Areas			4,033
	Change	Canyon Park Bldg L			13,711
	Add	Murdock Property	1	23,000	204,077
	Change	Airport Land (Hangar #1) (.577 acres)			320
	Change	Airport Land (Hangar #2) (2.03 acres)			1,226
	Change	Airport (AvTech) (9.8 acres)			(3,234)
		2008 Total - Utah Valley University	10	156,314	$835,950

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
Salt Lake Community College					
		2007 Total - Salt Lake Community College	11	93,047	$945,155
	Change	830 East 9400 South, Sandy			18,443
	Delete	12441 South 900 East, Draper	(1)	(9,833)	
	Delete	1021 West Vine Street, Tooele	(1)	(1,304)	(9,128)
	Delete	66 West Vine Street, Tooele	(1)	(6,100)	(6,000)
	Change	551 North 2200 West, Airport (2 Hangers)			216
	Delete	331 North 2370 West, Executive Terminal	(1)	(4,506)	(56,688)
	Delete	369 North 2370 West, Airport	(1)	(3,600)	(26,400)
	Delete	551 North 2200 West, Airport	(1)		(8,880)
	Change	231 East 400 South, Salt Lake City			5,594
	Add	900 West 1300 South, Salt Lake City	1	2,463	24,630
		2008 Total - Salt Lake Community College	6	70,167	$886,942

Utah College of Applied Technology

UCAT will be presenting its lease space data separately

	2007 Total		187	1,812,073	$23,417,207
	2008 Total		193	1,840,287	$23,891,441
	Total Increase/(Decrease):		6	28,214	$474,234
	Total Leases Added:		20	83,574	$959,640
	Total Leases Ended:		14	(63,076)	($491,706)
	Total Leases Changed:		102	7,716	$6,300

Institution / Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
University of Utah								
(See pages 10 through 13 for details)								
Utah State University								
Life Span Learning Center-Box Elder Co., Brigham City	16,701	$4.25	N	State	$70,979	12 months, 6/30/09	Annually	Classroom & office
Life Span Learning Center-Box Elder Co., Brigham City	28,750	0.76	N	State	21,750	12 months, 6/30/09	Annually	Storage
Life Span Learning Center-Box Elder Co., Brigham City	17,710	4.25	N	State	75,268	12 months, 6/30/09	Annually	Classroom & office
Reeder Holding Inv. - CPD Early Intervention, 10 S. 400 E., Brigham City	1,302	6.60	F	Other	8,592	36 months, 6/30/011	2% Yrly	Classroom
Cache County/Logan Airport Authority Hangar-ITEE, Logan	7,040	1.14	N	Other	8,040	12 months, 6/30/09	None	Hangar FL-10
Cache County Airport - M&M of Logan LLC, Hangar 9A and Office 9 - ITEE	14,275	6.28	N	Other	89,650	60 months, 1/10/2013	Annually	Hangar FL-9A & office in FL-9
Jamestown Bldg., 1115 N. 200 E., Logan	1,255	11.33	F	Other	14,220	12 months, 6/30/09	None	Classroom
Logan USU Res. Park-Dir. Office Bldg #1770 - Ste 180 - 191, Logan	2,759	8.28	N	Other	22,845	144 months, 4/3/2009	None	Office & other
Logan USU Res. Park-Dir. Office Bldg #1770 - Ste 140 & 160, Logan	2,828	9.89	N	Other	27,969	144 months, 9/25/2008	None	Office & other
Logan USU Res. Park-Mt. Plains Resource Ctr.-CPD/sub-tenants Bldg #1780	14,492	9.00	N	Other	130,428	146 months 2/28/2011	None	Office & laboratory
Logan USU Res. Park-SDL Science Group & Summit Research, Bldg #1750	6,120	13.80	N	Other	84,456	144 months, 1/01/2013	None	Research office & lab
Logan USU Innovation Campus-Tech. Transfer Office Bldg. #570, Logan	3,079	13.80	F	Other	42,492	Month to Month	None	Office
Logan-Cache Valley Center for the Arts, Bullen Center, 43 S. Main, Logan	250	4.80	F	Other	1,200	11/30/2008	None	Radio station office
Dairy Commission-Nutrition & Food Sciences, 1213 E. 2100 S., SLC	231	12.99	F	State	3,000	12 months, 6/30/08	None	Office
Jan-Mar Bldg CPD Early Intervention Up-to-3 1574 W. 1700 S., SLC	1,566	11.15	N	Other	17,467	60 months, 12/31/09	Yes	Classroom
Wells Fargo Building - 299 South Main Street - Development Center, SLC	1,601	10.99	F	Other	17,592	8/31/2008	None	Office
Granite School District, 2500 South State Street, SLC	25,689	8.75	N	Other	224,808	60 months, 7/31/12	None	Classroom & office
Heritage Federal Credit Union 1888 W E Avenue, Tooele	1,320	5.45	N		7,200	12 months, 6/30/2009	None	Office
Capener-Marble Condos BC Campus 28 W. 100 N., Tremonton	1,100	14.59	F		16,045	60 months, 6/30/2013	None	Classroom & office
Washington DC Apts (3) for USU interns, 211 Jeff Davis Hwy, Apts 304, 504 & 604	4,326	20.90	N	Other	90,396	12 months, 5/31/2009	None	Residential
Washington DC Apt for USU Grad student 211 Jeff Davis Hwy, Apt. 916	1701	21.27	N	Other	36,180	12 months, 1/4/2009	None	Residential
Washington DC Apt for USU advisers, 211 Jeff Davis Hwy, Apt. 1108N	1,572	$16.60	N	Other	26,100	12 months, 4/30/2009	None	Residential
Subtotal - Utah State University	155,667				$ 1,036,677			
Weber State University								
Davis High School - 325 South Main Street, Kaysville	13,650	$4.00		State	$5,010	Semester rental, on-going	none	Classroom
Roy High School - 2888 W 5600 S, Roy	4,200	4.00		State	3,896	Semester rental, on-going	none	Classroom
WSU West - 5627 South 3500 West, Roy	7,525	$15.00		State	112,875	8/31/2010	Yes	Classroom, office & storage
Subtotal - Weber State University	25,375				$121,781			
Southern Utah University								
Acclamation/Ballroom - 690 West Industrial Rd, Cedar City	216	$2.22		Other	$480	Month to Month	Varies	Storage
Archaeology - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
Ballroom - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
Bookstore - 650 N 800 West, Cedar City - Bookstore	600	3.00		Other	1,800	Month to Month	Varies	Storage
Bookstore - 690 West Industrial Rd, Cedar City	192	3.13		Other	600	Month to Month	Varies	Storage
CMSC - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
Continuing Education - 690 West Industrial Rd, Cedar City	96	3.13		Other	300	Month to Month	Varies	Storage
Financial Services - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
Head Start - 141 North Main, Kanab	1,000	$11.05	N	Other	$11,049	12 Month - Mar 2010	Index or 3%	Classroom

Institution	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
Southern Utah University - continued									
	Head Start - 166 North Main, Panguitch	1,200	$6.09	N	Other	$7,493	12 Month - Nov 2012	2.5%	Classroom
	Head Start - 217 East Telegraph, Washington	2,000	8.33	N	Other	18,378	12 Month - Aug 2007	5.0%	Classroom
	Head Start - 2390 West Hwy 56, Cedar City	11,560	9.65	N	Other	113,773	12 Month - Sep 2015	2.0%	Classroom & office
	Head Start - 450 South Center, Delta	1,000	7.20	F	Other	7,200	12 Month - Aug 2007	Fixed	Classroom
	Head Start - 494 East 900 South, St. George	6,016	10.24	N	Other	62,811	12 Month - Dec 2019	2.0%	Classroom
	Head Start - 510 East 900 South Apt #1, St. George	1,100	10.91	N	Other	12,000	12 Month - Oct 2009	Varies	Office & storage
	Head Start - 55 West Center, Beaver	1,004	4.72	F	Other	4,793	12 Month - Sep 2007	2.1%	Classroom
	Head Start - 555 West 400 South, Fillmore	900	8.00	F	Other	7,200	12 Month - Aug 2007	Fixed	Classroom
	Head Start - 680 West 300 South, Milford	1,000	7.20	F	Other	7,200	12 Month - July 2007	Fixed	Classroom
	Head Start - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
	Head Start - 705 North 195 West, LaVerkin	5,008	9.54	N	Other	47,775	12 Month - Dec 2017	2.0%	Classroom
	Machine Shop - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
	Preschool/Day Care - 690 West Industrial Rd, Cedar City	312	3.08		Other	960	Month to Month	Varies	Storage
	President's Office - 690 West Industrial Rd, Cedar City	672	2.23		Other	1,500	Month to Month	Varies	Storage
	Service & Learning - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
	Shakespeare - 690 West Industrial Rd, Cedar City	4,384	2.13		Other	9,348	Month to Month	Varies	Storage
	Shakespeare - 73 South 200 West Unit 1-6, Cedar City	3,750	8.64		Other	32,400	Month to Month	Varies	Residential
	SUU Pageant - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
	SUU Student Association - 690 West Industrial Rd, Cedar City	96	3.75		Other	360	Month to Month	Varies	Storage
	SUUSA T-Bird Awards - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
	Theatre Arts - 690 West Industrial Rd, Cedar City	2,256	1.71		Other	3,864	Month to Month	Varies	Storage
	Utah Center for Rural Health - 111 South 1400 West Unit 1, Cedar City	525	8.57		Other	4,500	Month to Month	Varies	Residential
	Utah Center for Rural Health - 465 N 800 West, Cedar City	100	$6.00		Other	600	Month to Month	Varies	Storage
	Subtotal - Southern Utah University	46,643				$361,328			
Snow College									
	None								
Dixie State College of Utah									
	Airport - ground lease for hanger	5,350	$39.93		State	$134	6/30/2010		Hanger
	Subtotal - Dixie State College of Utah	5,350				$134			
College of Eastern Utah (see Note 1)									
	Blanding Armory	5,600		F	State	$10	On going	None	Classroom & office
	Prehistoric Museum	22,500		F	State	1	216 months, 6/30/2013	None	Museum & office
	One-half mile northeast of Price	40 acres	$3 per acre	N/A	State	120	588 months, 6/01/2018	None	Land-Baseball
	Montezuma Creek - Whitehorse Seminary	3,118		F			Not Specified	None	Classroom
	Eastern Utah Self Storage - Recreation	500		F	State	768	Annual	None	Storage
	Eastern Utah Self Storage - Theatre	2,500		F	State	6,900	Annual	None	Storage
	Cedar Hills Storage - Food Service	360		F	Auxiliaries	900	Annual	None	Storage
	Ricky Cook - Dance	1,250		N	State	3,900	Annual	None	Storage
	Business & Technology Assistance Center	3,000		F	State	21,602	On going	None	Classroom & office
	Subtotal - College of Eastern Utah	38,828				$34,201			

Institution	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
Utah Valley University (see Note 1)									
	Foundation Building	35,564	$1.88		State	$66,860	180 - 12.17.13		Classroom & other
	Airport Hangar #1	14,800	5.68		Dept. Rev	84,000	168 - 10.12.12		Hanger, class & office
	Airport Hangar #2	33,000	3.74		Dept. Rev	123,576	120 - 3.21.10		Hanger, class & office
	Woodbury Art Gallery Commons Areas	13,732	1.28		State	17,626	12 - 3.31.09		Office & other
	Continuing Ed House	850	6.35		Cont. Ed	5,400	12 - 06.30.09		Storage
	Canyon Park Bldg L	35,368	8.38		State & Dept.	296,236	240 - 12.15.06 to 1.1.27		Classroom, office & other
	Mudock	23,000	$8.87		State	204,077			Office & other
	Airport Land (Hangar #1)	.577 Acres			State	3,102			Ground
	Airport Land (Hangar #2)	2.03 Acres			State	18,962			Ground
	Airport (AvTech)	9.8 Acres			State	16,111			Ground
	Subtotal - Utah Valley State College	156,314				$835,950			
Salt Lake Community College									
	830 East 9400 South, Sandy	29,061	$16.66	F	State - E&G	$483,984	84 Mo. 8/31/10	Yes/Vari.	Office, lab & classroom
	551 North 2200 West, Airport	12,939	5.94	N	State - E&G	77,963	60 Mo. 5/31/08	Adj. Yrly.	Office, lab & classroom
	551 North 2200 West, Airport (2 Hangers)	2,624	5.15		State - E&G	5,640	Month to Month		Hanger
	210 East 400 South, Salt Lake City	1,545	$9.00	F	State - E&G	13,905	10/05 - 5 Year	Adj. Yrly.	Office & classroom
	231 East 400 South, Salt Lake City	21,535	$12.50 2008, $13.50 2009		E & G	280,820	01/01/07 to 6/30/12	Adj. Yrly.	Office & classroom
	900 West 1300 South, Salt Lake City	2,463	$10 includes CAM	F	E & G	24,630	5yr, April 2013	CPI Annual	Office & classroom
	Subtotal - Salt Lake Community College	70,167				$886,942			

Utah College of Applied Technology

UCAT will be presenting its lease space data separately

Notes:

(1) Ground expressed in acres is not included in square footage

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
Academic Outreach & Continuing Education								
	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)	24,851	$3.07	N	$6,355	$76,260	7/1/92	Office
	Murray - Cedar Park, 5282 S. 320 W., #186	11,765	13.39	F	13,124	157,488	7/30/90	Office
	Park City - 1255 Park Avenue (Carl Winters Ed Fac.)	3,222	16.75	F	4,497	53,964	6/30/93	Education & related purposes.
	Sandy - 9875 South 240 West	20,000	14.40	F	23,999	287,988	9/1/94	Classroom
	St. George - Building A in Dahle Plaza, 1071 E 100 S	6,600	13.80	N	7,590	91,080	7/7/08	Education & related purposes.
College of Fine Arts College of Fine Arts rent is $1.00 per year								
	West Institute, 3rd South - L. D. S. Church	22,501	0	N			9/15/83	Classroom
Dialysis Centers:								
	American Fork - 120 N 1220 East #14	2,600	12.36	N	2,678	32,136	1/1/07	Medical office
	Bountiful - 530 South 500 West	5,845	20.49	N	9,978	119,736	2/26/98	Medical office
	Cedar City - 1281 North North Field Road	4,850	20.49	N	8,281	99,372	5/1/02	Medical office
	Hurricane - 2500 W. State Street	6,548	22.20	N	12,114	145,368	4/1/08	Medical office
	Idaho Falls - 2225 Teton Plaza, #A	7,533	12.52	N	7,858	94,296	1/28/92	Outpatient hospital services
	Layton - 940 South Main, Layton, UT	6,480	14.75	N	7,966	95,592	7/15/05	Health care, medical office & admin uses
	Mesquite - 350 Falcon Ridge Parkway Bldg 700 #102	4,390	16.20	N	5,927	71,124	7/25/07	Dialysis center
	Ogden - 5575 South 500 East	12,583	17.81	N	18,677	224,124	1/1/93	Clinical, teaching & research
	Provo - 1675 North Freedom Boulevard	6,594	19.18	N	10,539	126,468	7/1/91	Dialysis center
	Redwood- 5400 South 3854 West Taylorsville	5,490	14.50	N	6,634	79,608	6/1/07	Dialysis center
	Sandy - 8750 South Sandy Parkway, Bldg. #3	6,000	5.98	N	2,990	35,880	12/15/96	Clinic
	St. George - River Road and 700 South	7,160	17.74	N	10,583	126,996	3/1/97	Dialysis center
	Yellowstone - 1180 Summers Drive, Rexburg, ID	6,410	12.20	N	6,515	78,180	9/1/05	Provide health care
540 Arapeen Drive								
	Development Office - 540 Arapeen Way	29,228	19.06	F	46,419	557,028	4/1/05	Office
	Marriott Library - 540 Arapeen Drive, #200	3,877	16.00	F	5,170	62,040	8/1/2005	Office
615 Arapeen Drive								
	Dept. of Anesthesiology - 615 Arapeen Drive, #200	6,305	21.31	F	11,199	134,388	4/1/01	Research & clinical offices
	Dept. of Technology Transfer - 615 Arapeen Drive, #110	8,647	24.72	F	17,814	213,768	3/1/04	Office & laboratory
	Utah Diabetes Center - 615 Arapeen Drive, #100	19,771	24.55	F	40,450	485,400	11/1/00	Office & laboratory
675 Arapeen Drive								
	Department of Pharmacy Services - 675 Arapeen Drive, #100	7,193	27.58	F	16,534	198,408	7/1/07	Health Care & IV Therapy
	Utah Center for Reproductive Medicine - 675 Arapeen Dr., #205	10,798	27.91	F	25,118	301,416	10/28/02	Office & medical clinic
	The Utah Stem Cell Research - 675 Arapeen Dr., #101 & #302	13,865	26.77	F	30,930	371,160	9/1/05	Office & medical clinic
729 Arapeen Drive								
Hospital Activities:								
	Central Stores - 729 Arapeen Drive	9,030	5.42	N	4,076	48,912	3/1/98	Warehouse, distribution & storage
	Department of Radiology - 729 Arapeen Drive	1,995	12.01	N	1,997	23,964	1/1/01	Office, reading room & computer room
	Dept. of Radiology - Film File Storage - 729 Arapeen Drive	1,843	5.33	N	819	9,828	3/1/98	Warehouse, distribution & storage
	Hospital F&E - 729 Arapeen Drive	2,700	4.72	N	1,063	12,756	4/1/99	Warehouse, distribution & storage
	Hospitals and Clinics - Neurology Center- 729 Arapeen Drive	9,162	6.39	N	4,875	58,500	8/1/04	Warehouse, distribution & storage
	Hospitals and Clinics - Radiology Outpatient Imaging - 729 Arapeen Dr	6,107	12.46	N	6,343	76,116	8/1/04	General storage & warehousing
	Surgical Specialty Center - 729 Arapeen Drive	3,209	14.07	N	3,762	45,144	5/1/02	Clinical exam room & office
	University of Utah - Office of the Sr. V. P. of Health Sciences - 729 Arapeen Drive	41,669	$11.64	N	$40,417	$485,004	1/1/98	Laboratory & office

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
295 Chipeta Way								
	Health Sciences Pediatrics - 295 Chipeta Way	52,866	$18.00	F	$79,299	$951,588	12/2/04	General medical office
375 Chipeta Way								
	Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way	38,856	21.96	F	71,099	853,188	4/1/01	Office, research, development & laboratory
	Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A	6,062	29.51	F	14,906	178,872	1/1/01	Office, research, development & laboratory
391 Chipeta Way								
	Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C	9,704	18.67	F	15,100	181,200	10/1/03	Office & laboratory
	Genetic Epidemiology - 391 Chipeta Way, #D1 & D-2	7,248	18.75	F	11,325	135,900	11/8/94	Office & laboratory
	Radiopharmacy (Subleased to PLCO Cancer) - 391 Chipeta Way, #A	5,047	19.62	F	8,252	99,024	12/1/96	Office & laboratory
	V.P. for Health Sciences - 391 Chipeta Way, #E, F & G	3,475	18.50	F	5,357	64,284	9/1/94	Office
410 Chipeta Way								
	Department of Genetics & Epidemiology -410 Chipeta Way, #110 & #100 (freezer space)	6,673	11.44	N	6,364	76,368	4/1/06	Office & laboratory
	Dept-Physiology-410 Chipeta Way, #150,125	5,116	13.01	N	5,546	66,552	4/25/97	Office & laboratory
	Dept of Physiology & Cardiovascular #1 & #2 (Formerly Expansion Space)	3,329	12.56	N	3,485	41,820	10/8/96	Research, office & UNI
	Lung Health Study, #221 - 410 Chipeta Way, #221, 220,219	4,461	15.66	TN	5,822	69,864	9/1/93	Office
	Rocky Mountain Cancer Data Systems -410 Chipeta Way, #230	1,759	17.48	N	2,562	30,744	8/1/93	Office
420 Chipeta Way								
	Health Sciences - 420 Chipeta Way	54,150	12.48	N	56,338	676,056	3/1/06	Office, medical office, research & laboratory
546 Chipeta Way								
	Pain Management Center - 546 Chipeta Way, #G200	6,986	15.85	N	9,229	110,748	8/17/95	Office
650 Komas Drive								
	Department of Psychiatry -650 Komas, #206	6,601	21.71	F	11,940	143,280	9/1/06	Research & general offices
	Information Technology Services -650 Komas, #100	7,059	21.30	F	12,531	150,372		IT service & related training & storage
	IT Services -650 Komas, #101, 102, 104, 107, 107A, 108	24,150	18.09	F	36,415	436,980	9/16/05	IT service & related training & storage
	Information Technology Services -650 Komas Drive, #105	3,167	21.31	F	5,624	67,488	7/1/06	IT service & related training & storage
	Medical Billing -650 Komas Drive, #202, 203, 204	14,780	20.41	F	25,144	301,728	6/1/06	Office & related services
	Medical Billing - Office of Compliance- 650 Komas Drive, #205	1,578	20.69	F	2,721	32,652	6/1/06	Office & related services
	Neuropsychiatric Institute - Adult Behavioral Clinic -650 Komas Dr., #208	10,175	21.85	F	18,531	222,372	8/1/05	Office & medical clinic
	Neuropsychiatric Institute - Home -650 Komas Drive, #200	11,435	21.86	F	20,833	249,996	8/1/05	Office & medical clinic
	Utah Cancer Registry & Alzheimer's Resource Center -650 Komas Dr., #106 A & B	7,189	20.69	F	12,394	148,728	11/1/05	Office, research & clinic
417 Wakara Way								
	University of Utah Lease - Tenants (See comments) - 417 Wakara Way	71,296	15.45	N	91,820	1,101,840	2/1/05	Research, office & leasing of commercial office
419 Wakara Way								
	Child Development Center - 419 Wakara Way, #100	8,463	12.73	N	8,978	107,736	9/1/96	Day care center
	College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205	6,054	15.14	TN	7,638	91,656	10/1/00	Office & lab
420 Wakara Way								
	Human Resources, Payroll - 420 Wakara Way	29,977	25.65	F	64,065	768,780	4/14/02	Office, classroom & educational uses
421 Wakara Way								
	College of Pharmacy - 421 Wakara Way, #318	16,743	16.00	N	22,324	267,888	1/1/87	Research & office
	College of Pharmacy/Center for Cell Signaling - Wakara Way, #360	4,076	17.68	N	6,005	72,060	3/1/01	Research & office
	Department of Information Technology (Health Science) 421 Wakara Way	107	$15.03	F	$134	$1,608	12/1/06	Closet

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
421 Wakara Way - continued								
	Department of Radiology 421 Wakara Way #140	4,747	$15.65	N	$6,191	$74,292	1/1/08	Classroom
	Drug Information Center & Pharmacotherapy Outcomes Research Center - 421 Wakara Way, #204	5,233	16.50	TN	7,196	86,352	1/1/04	Office
	Pharmacological Outcomes Research Center -421 Wakara Way, #208	6,194	16.17	TN	8,347	100,164	4/11/05	Office
423 Wakara Way								
	Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)	34,699	15.67	N	45,305	543,660	9/1/96	Office
520 Wakara Way								
	Health Sciences - Professional Education - 520 Wakara Way	52,000				0	5/1/99	Educational purposes
590 Wakara Way								
	Orthopedic Specialty Hospital - 590 Wakara Way	105,000	21.58	N	188,866	2,266,392	9/20/04	Full-Service hospital
OTHER OFF CAMPUS LEASES								
	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 21A	17,294	3.65	N	5,264	63,168	2/1/02	Storage
	Beehive Sq. Storage (Physics Dept) -Beehive Sq. Units - Portions of Bldg. 13-15	4,800	5.14	N	2,057	24,684	8/1/06	Storage & shop space
	Bureau of Economic and Business Research - 1060 N. Beck Street, 438	128	15.47	N	165	1,980	8/1/06	Storage
	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22A, 23E	33,278	4.99	N	13,847	166,164	7/1/95	Research & office
	Continuing Education/School of Business/USTAR College of Law	6,605	16.00	F	8,807	105,684	1/15/08	Classroom & office
	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160	5,058	20.60	F	8,681	104,172	1/15/02	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #250	2,878	18.57	F	4,454	53,448	4/15/04	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #270	1,853	20.22	F	3,122	37,464	10/1/05	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #280	1,443	19.32	F	2,323	27,876	12/1/06	General office & medical clinic
	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico	640	17.89	F	954	11,448	4/1/03	Research office for prospective study of American Indians & Alaskan natives
	Department of Nephrology (DBA Wasatch Kidney Specialists)	2,010	14.50	N	2,429	29,148	12/1/07	Medical office
	Department of Neurosurgery - 100 North Medical Drive	3,445	18.22	F	5,231	62,772	7/1/02	Clinic and office
	Department of Orthopedics - Ambulatory Care Center (PCMC)	5,288	18.63	F	8,209	98,508	7/1/02	Clinic and office
	Department of Pediatrics - Ambulatory Care Center (PCMC)	11,086	17.51	F	16,176	194,112	1/1/01	Medical office
	Department of Psychology - Family Support Program - 3269 South Main Street	907	16.59	F	1,254	15,048	11/1/05	Office
	Department of Special Education - Reading Clinic -Cedar Park, 5282 S. 320 W., #D-100, Murray, UT	3,331	13.80	N	3,831	45,972	7/1/06	General business office
	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C	17,100	5.16	N	7,352	88,224	8/1/98	Warehouse & office
	HealthNetwork - Basement - 1492 West Antelope Drive, Layton	3,528	16.96	N	4,987	59,844	2/4/99	General offices
	HealthNetwork - Main Floor - 1492 West Antelope Drive, Layton	12,800	20.39	N	21,744	260,928	9/30/98	General offices
	HealthNetwork - Stansbury Park - 220 Millpond, #100	12,000	24.77	N	24,774	297,288	8/2/99	General medical office
	Health Sciences[3] - 127 South 500 East (Ambassador Bldg.)	96,000	10.32	TN	82,529	990,348	5/1/02	Office
	Hospital Lease - 144-146 South 400 East (Entire Main Floor)	5,500	9.82	N	4,502	54,024	5/14/04	Office & warehouse
	Hospital - Records - 134 South 400 East	15,419	$5.76	N	$7,400	$88,800	10/15/95	Office & warehouse

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
OTHER OFF CAMPUS LEASES - continued								
	Hospitals & Clinics - Centerville Medical Bldg, 26 S. Main St., Centerville, UT	8,510	$14.85	F	$10,531	$126,372	7/1/06	Medical office
	Hospitals and Clinics - 3981 South Wasatch Blvd.	300	35.00	F	875	10,500	9/15/06	Medical office
	Hospitals and Clinics - Gondola Bldg., Park City Resort Center	1,440	11.06	N	1,327	15,924	11/1/96	Medical clinic & office
	Hospitals and Clinics - Redstone Project -Bldg. B - Redstone Business & Retail Center, Park City, UT	18,039	20.21	N	30,381	364,572	9/1/05	Medical clinic
	Hospitals and Clinics - 1091 West Jordan Parkway, #350, 400, 450 & 500 South Jordan	6,369	17.39	N	9,229	110,748	8/1/03	General medical office
	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard	32,000	11.35	TN	30,270	363,240	4/3/88	Clinic
	Moran Eye Center - 4400 South 700 East, #240	4,617	12.75	N	4,906	58,872	9/1/86	Medical office
	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #200	5,894	18.48	F	9,077	108,924	5/11/98	Medical office
	Parking Structure - Institute of Religion - South Campus Drive				31,963	383,556	8/19/03	Parking
	Parking Surface Use - Institute of Religion - South Campus Drive					0	3/1/03	Parking (No monetary fee for lease. University has agreed to maintain the Licensed Space pursuant to the terms and conditions of the Agreement.)
	Radiation Oncology Program - 1250 East 3900 South, #10	6600	11.56	N	6,358	76,296	5/1/06	Medical office
	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Dr	8,788	20.91	TN	15,313	183,756	3/20/96	Clinic
	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Dr.	3,581	19.34	TN	5,770	69,240	3/20/96	Clinic
	UU Investment Management	138	69.57	F	800	9,600	4/23/08	Office
	Virginia Tanner Creative Dance Program - 2580 Jefferson Avenue, Ogden						8/28/06	Classroom
	Virginia Tanner Creative Dance Program - 2080 Gold Dust Lane (Prospector Sq.) - Park City						8/28/06	Classroom
	West Valley Outreach - 1060 South 900 West (in Jordan Park)					0	11/1/02	Community resource building
		1,341,943			$1,717,869	$20,614,428		
Residential:								
	Hinckley Institute of Politics - 01 113 2950 Van Ness St. #113				$2,275	$27,300	4/15/02	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #204				2,310	27,720	4/23/08	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #230				2,151	25,812	4/15/02	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #330				2,385	28,620	4/7/07	Apartment
	Hinckley Institute of Politics - 01 515 2950 Van Ness St. #515				2,298	27,576	4/15/02	Apartment
	Hinckley Institute of Politics - 01 610 2950 Van Ness St. #610				2,397	28,764	4/15/02	Apartment
	Hinckley Institute of Politics - 01 910 2950 Van Ness St. #910				3,920	11,760	9/13/08	Apartment
	Hinckley Institute of Politics - 01 930 2950 Van Ness St. #930				2,238	26,856	4/15/02	Apartment
	Dept of Physics - Brigham Apartments #825				$1,200	$14,400	1/11/08	Residence
LAND:								
	KUED - Mt. Vision	.43 acre			$3,312	$39,744	7/18/02	Broadcasting & transmitting
	Physics Dept. - Dugway Proving Grounds	988 acres				0	12/31/04	N/A
	Physics Department - Kia Martens -Millard County - near Delta, Utah	120 acres				0	2/1/04	$990/yr. for first 5 yrs. Rent may be increased after 5 yrs. and each succeeding 5 yr. period.
	Seismograph Station* - Various points in Utah	428seismograph stations				0	Varies	*Documents available thru Sue Nava, 1-6274
	UU Madsen Health Center Parking Lot	.75 acres				$1,000		Parking lot

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>USHE – Institutional Residences Annual Report</u>

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences. The attached report identifies the approved budget and expenditures for each institution over the past five years.

<u>Commissioner's Recommendation</u>

<u>This is a discussion item only; no action is needed.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/TC
Attachments

Utah System of Higher Education

Institutional Residences Operation and Maintenance Costs Report

	2003-04 Budget	2003-04 Actual	2004-05 Budget	2004-05 Actual	2005-06 Budget	2005-06 Actual	2006-07 Budget	2006-07 Actual	2007-08 Budget	2007-08 Actual	2008-09 Budget	Source of Funds	Square Footage
U of U [1]	$62,100	$96,967	$102,350	$99,768	$83,100	$80,618	$51,150	$46,723	$56,670	$52,675	$56,670	Discretionary Funds	11,439
USU	$72,000	$76,826	$72,000	$71,032	$72,000	$73,381	$74,000	$74,000	$73,500	$72,111	$73,200	E&G	8,479
WSU [2]	$19,200	$24,462	$19,066	$0	$19,066	$7,199	$15,000	$12,285	$15,000	$13,188	$14,000	E&G	3,900
SUU [3]	$16,000	$15,436	$16,000	$18,191	$19,000	$15,260	$62,350	$99,352	$26,000	$27,562	$139,900	E&G	11,314
SNOW	$13,183	$6,725	$15,458	$6,777	$24,450	$21,940	$12,000	$6,598	$9,001	$7,168	$9,001	E&G	6,128
DSC	$14,600	$12,929	$14,700	$12,222	$14,700	$4,426	$0	$0	$19,950	$44,723	$19,950	E&G & Discretionary	5,246
CEU [4]	$4,900	$0	$3,500	$3,462	$4,800	$4,794	$4,800	$4,982	$5,000	$0	$0	E&G	3,684
UVU	$35,747	$21,112	$26,074	$24,859	$35,243	$16,865	$20,940	$15,780	$20,940	$27,581	$20,940	E&G & Discretionary	5,075
SLCC	$51,100	$8,471	$50,400	$16,563	$68,600	$33,621	$69,600	$33,915	$70,700	$19,418	$68,700	E&G & Discretionary	8,343

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to our institutional residences.
Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table below.

(1) UU: FY 2004, 2005, 2006 increase in expenses to address deferred maintenance issues.

   UU: FY 2007 $23,500 additional budget planned for deferred repair and replacement costs

(2) WSU: This is the President's private residence.

(3) SUU: Has an increase in costs for 2006-07 related to repairing and furnishing the home for a new president, FY2009 includes finishing an unfinished basement

(4) CEU: All Residence Maintenance in 2003-04 paid for by the President of the institution's personal funds, beginning FY 08 DFCM assumed responsibility for O&M related to the President's Residence; the President's Residence was sold in the current year.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>USHE – Fall 2008 Enrollment Report</u>

        The attached report summarizes the 2008-09 Fall 3rd week enrollment figures for the traditional nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

        The total budget-related student headcount for Fall 2008 is 130,983. This represents an increase of 3,351 students over the 127,632 students reported in Fall 2007. The budget-related FTE count for Fall 2008 at 3rd week is 94,149. When compared to 91,432 budget-related FTE students reported in Fall 2007, the difference between Fall 2007 and Fall 2008 represents a total increase of approximately 2,717 FTE students enrolled at the nine USHE traditional institutions.

Fall 2008 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2007	FTE	Change over 2007
University of Utah	27,804	119	3,184	57
Utah State University	21,086	(369)	5,706	38
Weber State University	17,713	624	1,750	273
Southern Utah University	6,473	63	5,749	83
Snow College	3,353	151	2,369	80
Dixie State College	5,889	680	4,332	460
College of Eastern Utah	1,906	107	1,352	(1)
Utah Valley University	22,292	1,333	5,614	1,243
Salt Lake Community College	24,467	643	4,094	484
USHE Total	**130,983**	**3,351**	**94,149**	**2,717**

<u>Notes:</u>
(1) UCAT reports enrollment information on an annual basis due to the open-entry/open-exit enrollment method

(2) FTEs are based on a formula calculation and are rounded to the nearest one.
(3) Fall 2008 headcount increases reflect a change in policy to require high school concurrent enrollment to be recorded prior to the third week reporting deadline.

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

<u>Commissioner's Recommendation</u>

<u>This item is for information only.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/JAC
Attachments

Utah System of Higher Education

*Fall 2008 3rd Week Headcount Enrollment Report ***

TOTAL HEADCOUNT (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
UU	29,797	30,228	431	1.45%
USU	24,421	23,925	(496)	-2.03%
WSU	18,306	21,674	3,368	18.40%
SUU	7,057	7,516	459	6.50%
SNOW	3,745	3,798	53	1.42%
DSC	5,944	6,443	499	8.40%
CEU	2,078	2,082	4	0.19%
UVU	23,840	26,696	2,856	11.98%
SLCC	25,144	29,866	4,722	18.78%
USHE	140,332	152,228	11,896	8.48%

BUDGET RELATED HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	27,685	27,804	119	0.43%
USU	21,455	21,086	(369)	-1.72%
WSU	17,089	17,713	624	3.65%
SUU	6,410	6,473	63	0.98%
SNOW	3,202	3,353	151	4.72%
DSC	5,209	5,889	680	13.05%
CEU	1,799	1,906	107	5.95%
UVU	20,959	22,292	1,333	6.36%
SLCC	23,824	24,467	643	2.70%
USHE	127,632	130,983	3,351	2.63%

Notes:

USHE Data Book Tab C Tables 2-6 report Budget Related and Self Supporting student headcount information

Source for "Prior" year headcount information 2008 USHE Data Book Tab C Table 7

Utah System of Higher Education

Fall 2008 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,314	23,425	111	0.48%
USU	17,129	17,154	25	0.14%
WSU	12,359	13,415	1,056	8.54%
SUU	5,847	6,100	253	4.32%
SNOW	2,507	2,575	68	2.71%
DSC	3,988	4,422	434	10.88%
CEU	1,449	1,420	(29)	-2.02%
UVU	16,135	17,910	1,775	11.00%
SLCC	13,939	15,416	1,477	10.60%
USHE	96,667	101,835	5,168	5.35%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,127	23,184	57	0.25%
USU	15,668	15,706	38	0.24%
WSU	11,477	11,750	273	2.38%
SUU	5,666	5,749	83	1.46%
SNOW	2,289	2,369	80	3.50%
DSC	3,872	4,332	460	11.87%
CEU	1,353	1,352	(1)	-0.08%
UVU	14,371	15,614	1,243	8.65%
SLCC	13,610	14,094	484	3.56%
USHE	91,432	94,149	2,717	2.97%

Notes:

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

Source for "Prior" year FTE information 2007 USHE Data Book Tab C Table 8

Utah System of Higher Education

Fall 2008 3rd Week Budget-Related Headcount by Gender

GENDER	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	61,646	63,793	2,147	3.48%
MALE	65,318	67,093	1,775	2.72%
Unknown	668	97	(571)	-85.48%
Total	127,632	130,983	3,351	2.63%

Utah System of Higher Education

Fall 2008 3rd Week Budget-Related Headcount by Ethnicity

Ethnicity	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1,416	1,467	51	3.6%
Asian	2,911	3,074	163	5.6%
Black or African American	1,229	1,422	193	15.7%
Hispanic or Latino	6,095	6,731	636	10.4%
Native Hawaiian or Pacific Islander	914	1,116	202	22.1%
Non Resident Alien	3,562	3,773	211	5.9%
Unspecified	10,502	11,023	521	5.0%
White	101,003	102,377	1,374	1.4%
Total	127,632	130,983	3,351	2.6%

Utah System of Higher Education

Fall 2008 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2007	FTE	Change over 2007
University of Utah	27,804	119	23,184	57
Utah State University	21,086	(369)	15,706	38
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Snow College	3,353	151	2,369	80
Dixie State College	5,889	680	4,332	460
College of Eastern Utah	1,906	107	1,352	(1)
Utah Valley University	22,292	1,333	15,614	1,243
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USHE Total	**130,983**	**3,351**	**94,149**	**2,717**

Notes:

 (1) UCAT reports enrollment information on an annual basis due to the open entry open exit enrollment method

 (2) FTE's are based on a formula calculation and are rounded to the nearest one.

 (3) Fall 2008 headcount increases reflect a change in policy to require high school concurrent enrollment to be recorded prior to the third week reporting deadline.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Campus Retention Plan Reports from Utah Valley University and the</u>
            <u>Utah College of Applied Technology (UCAT)</u>

<u>Issue</u>

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.

<u>Background</u>

The reports continue this month with presentations from Utah Valley University and the Utah College of Applied Technology. The final two institutions to report, the University of Utah and Salt Lake Community College, will report at the December meeting.

<u>Commissioner's Recommendation</u>

<u>This item is for information only and requires no action.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachments

STUDENT RETENTION AT
UTAH COLLEGE OF APPLIED TECHNOLOGY CAMPUSES
Prepared for the Utah State Board of Regents
October 13, 2008

RETENTION DEFINED FOR TECHNICAL COLLEGES

The mission of the Utah College of Applied Technology is to provide "career and technical education to both secondary and adult students to meet the demand by Utah employers for technically skilled workers…. UCAT prepares students to enter, re-enter, upgrade, or advance in the workplace…". Richard Alfred et al. have written in *Core Indicators of Effectiveness for Community Colleges* (2007) that "*student goal attainment … is the most important of the student progress indicators*" (p. 14).

In accordance with its workforce mission and in the spirit of the position taken by Alfred and his associates, retention for UCAT means *the extent to which students complete the educational objective they declared upon their initial enrollment.*

EVALUATING AND MEASURING RETENTION

As indicated in the mission statement and retention definition, UCAT serves a multi-faceted set of workforce training objectives. Such objectives can vary from an interest in taking one course to the completion of a certificate. While exact data are not available as of the printing of this report, the estimated FY2008 enrollment distribution for each of the UCAT enrollment categories is indicated in the following table.

> FY2008 UCAT Enrollment Categories
> 11,801 Secondary Education
> 12,813 Occupational Preparation[1]
> 16,949 Skill Upgrade
> 15,740 Custom Fit (skill upgrade)
> ---
> 57,303 Total Students[1]
> ** Sources: estimated from UCAT 2008 Enrollment Data, and*
> *(1) Campus Annual Reports to the Council on Occupational Education, December 2007*

The objectives of the estimated 44,490 students who enrolled as part of their secondary education or for skill upgrades were generally accomplished on completion of a single, relatively short-term course. This report will focus on the retention and completion of those students enrolled in occupational preparation programs, for which the enrollment objectives are certificates/degrees and employment, and which by nature are more long-term (a few weeks to two years) and require greater persistence to achieve.

Occupational Program Completers: Institutional accreditation of UCAT campuses is provided by the Council on Occupational Education (COE), an accreditation body for technical institutions which provides national benchmarks and standards. COE defines a

post-secondary completer as "a student who has demonstrated the competencies required for a program and has been awarded the appropriate credential (graduate completer) *or* has acquired sufficient competencies through a program to become *employed in the field of education pursued or a related field* as evidenced by such employment (non-graduate completer)" (Council on Occupational Education, *Handbook of Accreditation*, 2008, p. 67 – emphasis added). Successful completion (retention), therefore, includes both those who have earned a certificate/degree and those who attained the program's employment objective without the credential.

As a condition of continuing accreditation, each campus is required to meet a program completion benchmark based on the national average of all the reporting technical education institutions each year. Any institution whose completion rate is less than one standard deviation below the average is required to take corrective action and risks forfeiting its accreditation.

As shown in the table below, all UCAT campuses are in the acceptable range for program completion for the most recent COE reporting year, with three campuses exceeding the national average. UCAT is doing well with retention as defined for program completion, with 69.25% of students completing, and still has plenty of room to improve.

2007 UCAT Completion Rates

Bridgerland ATC	60.97%
Davis ATC	61.37
Dixie ATC	74.73
Mountainland ATC	79.29
Ogden-Weber ATC	77.98
Salt Lake-Tooele ATC	62.81
Southwest ATC	69.92
Uintah Basin ATC	60.12

UCAT Total of Campuses	69.25
COE National Average 2006	71.79
COE Acceptable Minimum	59.14

* Source: Campus Annual Reports to the Council on Occupational Education, December 2007

To evaluate retention efforts and results, UCAT requested a report from each campus. Themes and highlights from the campus reports are summarized below.

RETENTION SUCCESSES

Programs specifically cited by campuses as the greatest retention successes shown in their data were practical nursing, medical assisting, emergency medical technician, pharmacy technician, health care technologies, business technologies, medical office lab technician, accounting clerk, nursing assistant, and commercial drivers license.

Campuses observed that programs for which a professional credential or licensure requires program completion, such as practical nursing and emergency medical technician, tended to have more successful retention and completion. Programs with high job placement rates that virtually guarantee a job upon completion, and which also had high student demand that exceeded enrollment capacity, also experienced greater student persistence.

Ogden-Weber ATC reported an initiative in which the entire campus took on recruitment and retention as a project, implementing a report advising faculty of students in danger of

being dropped for non-attendance, encouraging faculty to contact and take action with students to keep them in school, and creating retention teams to increase participation in campus-level orientations and to have instructors provide one-on-one orientation for new students the first day of class in open-entry programs. In one noteworthy effort, continued for the third year after exceptional results, the counselor assigned to the cosmetology program (one of the longest) sets up an appointment with every student who is below a standard progress level, periodically including a faculty member. The overall campus initiative has yielded significant increases in students completing objectives, with the campus exceeding its FY08 institutional goal by 16%.

The Uintah Basin ATC has stabilized withdrawal rates that previously were escalating by restructuring its Workplace Relations class, which is required for all occupational preparation programs. Students from all program areas meet monthly for the first six months of their program, creating a support system where they are taught skills by UBATC's career counselors and each other that will help them in school, future employment, and life.

RETENTION CHALLENGES

Even though non-graduating students obtaining related employment are considered successful completers, UCAT and its campuses remain concerned about encouraging them to master unfinished competencies that will enhance productivity for themselves and their employers. In the high employment economy of the last few years, campuses have cited pre-completion hiring as the chief reason for students leaving programs – an outcome that is both celebrated and regretted. It is an expression of confidence by employers that even partial training is sufficient to meet their immediate workforce needs, yet may also be an indication that their workers may not be fully ready. Student attraction to a job and a good wage, and a desperate employer's attraction to an available partly-trained worker, create a retention dilemma.

Other challenges to retention cited by campuses included:
- the financial obstacle for students who do not have the funding necessary to complete a program – often not so much with tuition as with other life expenses, particularly child care.
- program length as a hindrance to persistence, with some longer programs having lower completion rates.
- life and social barriers such as lower learning levels, medical or emotional issues, and juggling family and work responsibilities, which are often particularly keen for sponsored students from social services agencies.
- student adjustment to the open-entry, self-paced system of instruction. While many report success where they struggled in a more traditional educational environment, the transition to a learning situation in which students take active and individual responsibility for their own education can be an unexpected adjustment for some. Although schedule flexibility makes it easier for most to stay by adjusting school to their life situations, some are tempted to leave when life becomes difficult because returning is so easy.
- availability and/or cost of transportation to the campus, due either to the inaccessibility of public transportation or the increased price of gasoline.
- strained counseling resources. Counselors spend most of their time with troubled students with good effect, while students in the middle who have the most likelihood

of being successful with the right encouragement and resources are often neglected due to low counselor-to-student ratios.

PROCESSES THAT SUPPORT RETENTION

Campuses described a number of processes they have implemented that support retention.

Assessment, Advisement, and Remediation: Through assessment and counseling, campuses help students identify and address career and program interests, aptitudes, and basic skills gaps, ensuring they are prepared for success before they begin their programs. Many campuses have students meet with instructors prior to enrollment to assure full understanding of the demands of the program. Campuses have various versions of training plans or educational contracts which, when completed with a counselor, serve as tools for the student, counselor and faculty to monitor and assure satisfactory progress through completion. Basic skills labs help students remediate in reading and math.

Supportive and Continuous Campus Relationships: Front office and other faculty/staff are trained in program areas and ways to form connections with students to increase integration and retention. Davis ATC provides training, handbooks, and tools to guide faculty and staff in identifying behavioral warning flags so they can refer students for early counseling intervention. They are developing a peer mentoring program to connect with and acclimate new students to training programs, build relationships, and identify concerns to be referred to counselors. Small UCAT class sizes inherent in technical training and the individualized nature of open-entry open-exit instruction facilitate one-on-one relationships and guidance from the teacher. Caring instructors know their students by name and know if they are missing and call to check if they miss class.

Student Progress Consultations: Faculty, department heads, and/or counselors meet regularly with their students to discuss progress and any concerns the students may have, building relationships that assist not only with training but also with life issues and that facilitate student success. Campuses have both structured and informal processes for contacting students whose attendance or performance falters or who leave school, and then assisting them in completing or returning to school.

Agency Relationships: Campuses have programs and processes in place to meet regularly and maintain an open dialogue with sponsoring agencies to facilitate the educational process for their sponsored students. Close partnerships with various agencies, in some cases on-site at the campus, provide complementary resources to meet student needs, such as Adult Education, Vocational Rehabilitation, Department of Workforce Services, etc.

Financial and Life Resources: Scholarships, financial aid, and tuition waivers assist students with financial resources required to complete programs. Davis ATC sets aside retention scholarship funding for up to two months of tuition and fees at the discretion of a counselor. Uintah Basin ATC uses impecunious tuition waivers. Mountainland ATC has students pay for their entire program prior to enrollment. The personal investment encourages completion. Diversity officers at some campuses provide scholarships and mentoring for non-traditional students. Ogden-Weber ATC has an on-site children's school, partnering with Head Start to provide affordable child care, and is in process of providing UTA transit passes to help students stay in school.

Student Feedback: Exit information collected from graduating or leaving students in surveys and interviews assists campuses to continually improve programs and processes for retention and success.

Employer-Driven Training: Employer advisory committees help to "right-size" programs to ensure program competencies and lengths are relevant to the employed positions, identifying intermediate certificate exit points as appropriate for various employment positions and levels. Employer surveys provide feedback on students' skills and training and help to continually improve program relevance and quality.

B O A R D   O F   R E G E N T S   H A N D O U T

October 2008

Accomplishments

1. Awarded a five year, Title III grant, for $2 million in 2005. The goals of the grant are as follows:
   a. Implement a first-year experience (FYE)
   b. Implement a student retention information tracking system (SRITS)
   c. Implement a training process for UVU personnel on the FYE and SRITS
2. Purchased database warehouse system to track student information. Triggers (e.g., low GPA) have been identified to indicate which students are at most risk of dropping out and are being programmed into the system.
3. Developed an Early Alert program for freshmen-intensive classes which allows instructors to indicate which students are not attending class regularly or not doing well academically.
4. Created a first-year experience (FYE) course.
5. Developed and institutionalized Jumpstart Orientation, which is a customized orientation program for small groups of students.
6. Send StartSmart emails to Freshman each month highlighting UVU services and activities.
7. Conducted celebration to recognize transition students (deficient in reading, writing and math) with 3.0+ grade-point averages.

Strategic Planning Initiatives

1. Early intervention strategies are being developed in partnership with Academic Advising and Faculty Senate for at-risk students.
2. The Early Alert program is being assessed and revised with the goal of making it available for all faculty members each semester.
3. The FYE course will be assessed and presented to Deans and Faculty Senate to determine the feasibility of including it in general education requirements.
4. Leave of Absence forms are being created to accurately track students who leave.
5. Mentoring program is being developed for developmental courses.

Benchmarks

1. Be competitive with sister institutions with both six-year graduation and one-year retention rates.
2. Increase Fall-to-Fall retention by 12% by 2011 from the Fall 2004 baseline of 41% (grant goal).
3. Increase the number of students who declare a 4-year major during their first year by 5% from the 2004 baseline of 66% (grant goal).

Future Ideas

1. Require students deficient in reading, writing, and math to complete developmental courses within first year of college.
2. Develop social networking retention site.
3. Send birthday cards to Freshman students with goal of expanding it to all students.
4. Organize" UVU Major Opportunity" for first-year and undeclared major students to interact with advisors, faculty, and alumni in majors.
5. Develop a sophomore initiative to complement FYE activities.
6. Create a book scholarship for Junior students.
7. Determine why many seniors do not graduate and develop intervention strategies.

October 14, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Regents' Scholarship Program—Annual Report and Update

Background

The Regents' Scholarship is a program initiated by former Commissioner Kendell with the support of the Board of Regents and the Utah Legislature in 2008. An annual report was prepared for the Legislature's Education Interim Committee for their meeting on October 15. It provides information on the initial success of the program and the challenges in the future. A copy of this report is attached.

Since the implementation of the program earlier this year, a number of issues have been raised that need to be addressed through legislative amendments. The Commissioner's Office is working with Senator Lyle Hillyard, who sponsored the original bill, to prepare amendments for the 2009 legislative session.

We are seeing junior high schools and high schools beginning to respond by offering more rigorous courses and encouraging students to prepare for their scholarship. Melissa Miller Kincart and Carrie Beckman are providing the staff support for this program. Legislative support -- in particular, continued and expanded funding -- is crucial to the continued success and viability of the program.

Commissioner's Recommendation

This is an information item and requires no action.

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachment

Scholarship Objective

There has been growing concern regarding the declining participation in college. In 1992, 41% of Utah's 18- to 24-year-olds were enrolled in post-secondary education; that rate dropped to 34% in 2006.* Additionally, the preparation of students for a post-secondary education is critical to their success. According to ACT, only 25% of Utah's 2008 high school graduates who took the ACT test are considered ready for college-level courses, indicating that 75% of Utah ACT test-takers will likely take at least one remedial course in their first year of college.

The Regents' Scholarship Program is created to award merit scholarships to students who complete a rigorous core course of study in high school (UCA 53B-8-108-1). This program is intended to improve a high school student's preparation for a postsecondary education (or the workforce) after graduation.

Overview

S.B. 180, sponsored by Senator Lyle Hillyard, was passed in 2008 with broad Legislative support (Senate: 26-1-2, House: 67-2-6), as well as endorsements from the Governor's Office, the Utah State Office of Education, the Salt Lake Chamber of Commerce, the United Way, and the Utah K-16 Alliance. The Legislature appropriated $900,000 ($400,000 ongoing, $500,000 one-time) to begin the program. The scholarship reward is redeemable at any Utah public or private non-profit accredited institution. Students qualify by meeting a defined course of study.

The Commissioner of Higher Education sent a letter to public high school principals statewide in May inviting participation in the new scholarship. The Utah System of Higher Education (USHE) received 672 applications by the May 30 deadline (compared with 14 applicants for the first year of the New Century Scholarship). Of those applicants, 163 qualified for the *Base Award*, 87 qualified for the *Exemplary Award*, and 19 received the UESP Supplemental award *(*see below).

- Base award –up to $1,000
    Complete a defined course of study with no individual course grade below a "C", and with a minimum GPA of 3.0.
- Exemplary Academic Achievement Award – Up to two years of 75% tuition
    Complete a defined course of study with no individual course grade below a "B", a minimum GPA of 3.5, and 26 or higher on the ACT.
- UESP Supplemental award to motivate college savings – up to $100 per year (up to $400 total) is awarded to students who meet the academic requirements and also contribute to a UESP 529 college savings account during ages of 14-17.

1

Base Award	$165,400.00
Exemplary Award (75% portion)	$131,711.78
UESP 529 Awards	$3,300.00
Total Award Amount paid to date	$297,111.78
Encumbered Exemplary for Semesters 2, 3 &4	$395,135.34
Total Award Amount for 2008 applicants	**$692,247.12**
Estimated Administrative Costs	$90,000.00
Total Cost for Regents' Scholarship FY 2008-2009	**$782,247.12**

Some examples of outcomes directly related to the objectives of the Regents' Scholarship:
- Public education schools are providing more rigorous courses.
    - Oak Canyon Junior High (Alpine School District) now has as many Biology sections as sections for Earth Systems offered in grade 9.
    - Davis School District has some schools (Central Davis, Fair Field, Mueller Park and South Davis) that now are offering more biology sections in grade 9 than prior to the school being a partner with Utah Scholars, thus leading to an increased pipeline of students.
- Alpine School District implemented a new software system to track students' course-taking patterns.
- Increased interest in the Regents' Scholarship and its required course of study: 900+ phone calls since May inquiring about the Regents' Scholarship from parents, counselors, and students, who are interested in learning more about the scholarship.
- Weber State University mentor partnership program through the Utah Campus Compact involving Mount Ogden Junior High School, to provide mentoring to students who are involved in the Utah Scholars Program and AVID (Advancement Via Individual Determination), helping build the pipeline of students from junior high to high school to college.

Next Steps:
- Work with Senator Hillyard in developing clean-up legislation effective for class of 2010.
    - Changes could include modification of scholarship eligibility (foreign language, I.B. track, course completion prior to senior year, alignment to ACT, etc.). Any expansion of eligibility increases costs.
- Legislative support to fiscally sustain the scholarship.

*Measuring Up, 2006

2008 Regents Scholarship Awards
By High School and Institution

School	# of Awards
Alta	3
American Fork	1
AMES	2
Bingham	3
Bonneville	4
Brighton	10
Clearfield	5
Copper Hills	1
CottonWood	1
Cyprus	1
Davis	1
Dixie	2
East	6
Emery	1
Enterprise	1
Fremont	3
Grand County	2
Granger	1
Grantsville	1
Highland	5
Hillcrest	13
Hunter	2
Intermountain Christian	1
Jordan	6
Juan Diego	2
Judge	4
Kearns	1
Layton	1
Layton Christian	1
Lone Peak	14
Murray	1
Northridge	1
Olympus	3
Orem	3
Park City	8
Payson	1
Pine View	3
Provo	1
Riverton	4
Rowland Hall/St. Mark's	2
Skyline	6
Snow Canyon	1
Springville	1
Taylorsville	5
Timpanogos	2
Timpview	8
Tooele	2
Weber	1
West	5
West Jordan	2
Woods Cross	4
Total Awards	**163**

Institution	# of Awards
Brigham Young University	53
College of Eastern Utah	1
Dixie State College	2
LDS Business College	0
Salt Lake Community College	3
Snow College	0
Southern Utah University	6
University of Utah	60
Utah State University	22
Utah Valley University	3
Weber State University	7
Western Governors University	0
Westminster College	6
Total Awards	**163**

October 13, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Legislative Update</u>

<u>Issue</u>

It is important to keep legislators informed regarding significant issues involving the Utah State Legislature. This report is meant to update Regents on significant legislative developments since the September Board of Regents meeting.

<u>Background</u>

Since the last Board of Regents meeting on September 5, 2008, there have been a number of significant developments involving the Utah State Legislature which impact higher education. For instance, on September 9, the Legislative Task Force on Applied Technology and Higher Education Governance met and discussed in detail a new draft bill that would result in the merger of the Salt Lake Tooele Applied Technology College with Salt Lake Community College in Salt Lake County, keep the Utah College of Applied Technology as currently named with modifications in their governance while strengthening provisions that keep its non-credit mission of career and technical training. The draft bill was further refined by a working group on September 23 and will be considered at the next meeting of the Task Force (date to be announced). The Legislature met in Special Session on September 25-26 to enact budget cuts to the current fiscal year budget as well as the base budgets going forward into the next fiscal year. Higher Education received an on-going cut of four percent. On October 15 our office will be delivering a report to the Education Interim Committee on the first year of the Regents' Scholarship program. We are also planning our legislative outreach efforts for the 2009 Legislative Session which will begin in January.

These issues are discussed in greater detail in the attached report by Associate Commissioner David Buhler.

<u>Commissioner's Recommendation</u>

<u>This is an information item and requires no action.</u>

_____
William A. Sederburg
Commissioner of Higher Education

Attachment

Legislative Update for the Utah State Board of Regents and System of Higher Education
Prepared by David Buhler
October 10, 2008

Much has happened legislatively since the last Board of Regents meeting on September 5. I will focus on three main areas: The Legislative Task Force of Applied Technology and Higher Education Governance, the Special Session and the resulting budget cuts, and upcoming events.

Legislative Task Force

The Task Force met on September 9 and considered a new draft bill that was considerably different than the draft they had reviewed on August 8. This new draft, which will be sponsored by Rep. Ron Bigelow (who has carried every major piece of UCAT legislation since 2001) was further refined by a working group of representatives of the Commissioner's Office, Salt Lake Community College, UCAT, and legislative staff. The main features of the draft bill as refined by the working group are as follows:

1. UCAT continues with the name Utah College of Applied Technology and the campuses keep their current names (except SLTATC); campus presidents remain campus presidents.
2. The Salt Lake-Tooele ATC is merged, in Salt Lake County, with Salt Lake Community College. It will continue operating in Tooele County as the Tooele Applied Technology College campus. (The August draft bill proposed a "reverse merger," with the SLCC Skills Center becoming part of the SLTATC.) As is currently the case, there will be a separate budgetary line-item for the non-credit CTE programs at SLCC.
3. UCAT is technically part of the Utah System of Higher Education, making it eligible to be funded with education funds (income tax); however, the Board of Regents has no governing authority. Program approval and appointment of the UCAT President is now shifted to the UCAT Board of Trustees.
4. UCAT's essential nature as being a non-credit provider of CTE training is re-emphasized, including new language added to prohibit UCAT from seeking the ability to grant degrees or offer credit.
5. Language will be tightened to prohibit a UCAT campus from offering programs in another county without the prior approval of the higher education institution in that county (i.e., MATC offering programs in Salt Lake County in competition with SLCC).
6. The campus presidents' compensation will be set by the UCAT president and not by their local boards.
7. Agreement was reached on a number of provisions related to the merger of SLTATC in Salt Lake County with SLCC.
8. The Associate of Applied Technology Degree is eliminated. It is understood the Board of Regents and Commissioner's Office will facilitate statewide articulation.
9. Regents are no longer members of the regional UCAT campus boards of trustees. However, there will be one Regent (and one member of the State Board of Education) on the UCAT Board, along with two new members representing apprenticeship or trades people; the executive director of the Department of Workforce Services and the executive director of Governor's Office of Economic Development are also members. The UCAT Board appoints one of its members as a non-voting member of the Board of Regents. (We support the Governor's position that all UCAT Board of Trustee members be appointed by the Governor and confirmed by the Senate. We also have concerns about UCAT appointing a Regent.)

10. The hold-harmless language regarding future merger studies by the Board of Regents as we had proposed last legislative session is included in the bill; however, it now also includes DXATC in St. George.
11. Snow College and College of Eastern Utah are also required to have a separate budgetary line item for CTE (formerly UCAT functions). This is to protect their funding from being diverted to other programs.

No date has been set for the next meeting of the Task Force; however, when they meet we expect to give their final approval to the UCAT Bill. The Task Force has also indicated they are interested in discussing three other issues: The roles of Boards of Trustees as they relate to the Board of Regents, Concurrent Enrollment, and the Engineering Initiative.

Special Session

The Governor called a Special Session of the Legislature for September 25-26 to address a shortfall in state tax revenue from what was estimated in February. In total, the USHE-9 institutions and Board of Regents were cut $30.7 million, representing four percent for the current year going forward into the next fiscal year as our share of the total state budget cut of $251 million. (UCAT, UEN, and UMC also received a four-percent cut.) In addition to this on-going cut, the State Board of Regents/Commissioner's Office received a one-time cut of $574,800 from our non-lapsing balances. Since most of the state appropriations to the Board of Regents are for statewide programs that are then passed through to institutions, cuts will have to be reflected in these programs as well. Higher Education also committed to not impose a mid-year tuition increase.

The Legislature did assist Higher Education by providing presidents with a fair amount of discretion in how the cuts are to be imposed by not requiring each cut to be specified in advance. Further, the Legislature passed SB 2003, sponsored by Senator Greg Bell, which provides temporary authority to shift up to four percent between appropriated line items. We see these actions as a vote of confidence in our presidents to manage their institutions.

Cuts of this size cannot be imposed without consequences. The last time budget cuts were imposed (2002-2003), a number of steps were made by institutions to protect students from feeling the brunt of the cuts. In general, the budgets cut then have often not been restored, meaning, this round of cuts may be felt even more directly. Presidents and their staffs are working diligently to manage their institutions within the revenue available and without harming their missions or the students they serve. And yet it should be expected that there will be some reductions in employees, larger class sizes, scaling back or possibly eliminating some programs or services, and other similar measures to ensure that budget targets are met. Further detail on the implementation of the cuts is found in the Regents' Agenda under Tab K under Finance and Facilities.

Upcoming Events

The Commissioner's Office has been asked to report to the Education Interim Committee on the Regents' Scholarship program on October 15 (included under Tab P, Regents' Scholarship Annual Report). Also, we will report to the Executive Appropriations Committee on the intent language regarding mergers or partnerships between Utah State University and the College of Eastern Utah on November 19. As mentioned previously, we expect two or three additional meetings of the Task Force on Applied Technology and Higher Education Governance with dates to be announced.

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State Board of Regents
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October 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update

Issue

The UHEAA report scheduled at the last meeting of the State Board of Regents was postponed. An updated UHEAA presentation is provided in the material for this meeting.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF
Attachments

October 15, 2008

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

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 September 5, 2008, at the College of Eastern Utah in Price, Utah

    B. Grant Proposals
       1.   University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Bioresponsive Combination"; $1,736,407. Patrick F. Kiser, Principal Investigator.

       2.   University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "Neuromodulation Dynamics"; $1,467,375. John A. White, Principal Investigator.

       3.   University of Utah – U.S. Department of Energy; "Tracer Methods Geothermal Systems"; $1,091,040. Peter E. Rose, Principal Investigator.

       4.   University of Utah – Department of Health and Human Services/Indian Health Service; "Tom-Orme-Nurseeduc-08'08"; $1,925,000. Lillian J. Tom-Orme, Principal Investigator.

       5.   University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "AEDS for Chemical Threats"; $6,493,617. H. Steve White, Principal Investigator.

       6.   University of Utah – National Science Foundation; "Singularities in the Model Pro"; $1,195,760. Tommaso De-Frenex, Principal Investigator.

       7.   University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Metabolism of PAF;" $1,693,125. Diana M. Stafforini, Principal Investigator.

       8.   University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Drug Therapy of Sodium Channel"; $1,577,543. Michael F. Sheets, Principal Investigator.

9. University of Utah – National Institutes of Health; "Nephron-Specific"; $2,257,500. Raymond Lance Miller, Principal Investigator.

10. University of Utah – National Institutes of Health; "TMEV Seizures"; $1,881,250. Robert S. Fujinami, Principal Investigator.

11. University of Utah – National Institutes of Health; "Infection Prevention Barriers"; $1,128,750. Kent N. Bachus, Principal Investigator.

12. Utah State University – National Institutes of Health; "Progression of Dementia: A Population Study"; $4,489,783. JoAnn Tschanz, Principal Investigator.

13. Utah State University – U.S. Department of Education; "Region VII Technical Assistance and Continuing Education Center"; $3,554,998. Jared Schultz, Principal Investigator.

14. Utah State University – Dominican Republic; "Agreement for Technical Cooperation Between the Government of the Dominican Republic and USU, Phase V"; $1,878,340. Edward Reeve, Principal Investigator.

15. Utah State University – National Aeronautics and Space Administration; "High-Performance, Low-Power Reconfigurable Architecture for Autonomous Onboard Hyperspectral Data Processing"; $1,134,279.63. Aravind Dasua, Principal Investigator.

16. Utah State University – University of Dayton Research Institute; "Next Generation Ionosonde (NEXION) Program"; $4,784,089. Larry Mortensen, Principal Investigator.

C. Grant Awards
   1. University of Utah – Utah Department of Health; "Juvenile Health Care Services"; $2,527,278. Leissa A. Roberts, Principal Investigator.

   2. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "HIV/Host Interactions"; $3,646,835. Wesley I. Sundquist, Principal Investigator.

   3. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study"; $3,000,000. Edward B. Clark, Principal Investigator.

   4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base;" $1,150,499. Michael W. Varner, Principal Investigator.

   5. University of Utah – Health Resources and Services; "EMSC CDMCC"; $1,113,495. J. Michael Dean, Principal Investigator.

6. University of Utah – U.S. Department of State; "Iraqi Judiciary"; $2,497,420. Wayne McCormack, Principal Investigator.

7. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDP)"; $1,075,068. V. Rasmussen, Principal Investigator.

8. Utah State University – U.S. Department of Agriculture; "Functional Genomic in Nature"; $1,111,188. Bart Weimer, Principal Investigator.

9. Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; $3,158,708. V. Rasmussen, Principal Investigator.

10. Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer"; $1,884,935. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

11. Utah State University – State of Utah Division of Child and Family Services; "Utah State University Title IV-E Child Welfare Training Project"; $1,341,522. Derrik Tollefson, Principal Investigator; Terry Peak, Co-Principal Investigator.

12. Utah State University – U.S. Air Force Research Laboratory; "Responsive Space Technologies Call 0010"; $1,291,027. Chad Fish, Principal Investigator.

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS MEETING
COLLEGE OF EASTERN UTAH, PRICE, UTAH
SEPTEMBER 5, 2008

Contents of Minutes

STATE BOARD OF REGENTS MEETING
COLLEGE OF EASTERN UTAH, PRICE, UTAH
SEPTEMBER 5, 2008

Minutes

Regents Present   Regents Excused
Jed H. Pitcher, Chair   Jerry C. Atkin
Bonnie Jean Beesley, Vice Chair   Janet A. Cannon
Rosanita Cespedes   Katharine B. Garff
France A. Davis   David J. Jordan
Greg W. Haws   Joel D. Wright
Meghan Holbrook
Nolan E. Karras
Robert S. Marquardt
Basim Motiwala
Anthony Morgan
Teresa Theurer
Marlon O. Snow
John H. Zenger

Office of the Commissioner
William A. Sederburg, Commissioner
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Ronell Crossley, UHEAA Research Officer
Joseph Curtin, Director of Institutional Research
Richard Davis, Deputy Director, UHEAA
David S. Doty, Director of Policy Studies and Assistant Commissioner
David Feitz, Executive Director, UHEAA
Kimberly Henrie, Assistant Commissioner for Budget and Finance
Stephen H. Hess, Chief Information Officer
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melissa Miller Kincart, State Scholars Initiative Program Director
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES
University of Utah
Michael K. Young, President
Paul T. Brinkman, Associate Vice President for Budget and Planning
Chuck Wight, Associate Vice President for Academic Affairs

Utah State University
Stan L. Albrecht, President
Raymond T. Coward, Provost
David Cowley, Associate Vice President for Financial Services/Controller

Michelle B. Larson, Assistant Provost
Sydney Peterson, Chief of Staff

Weber State University
Michael Vaughan, Provost
Brad Mortensen, Vice President for University Relations

Southern Utah University
Michael T. Benson, President
Rod Decker, Interim Vice President for Academic Affairs

Snow College
Scott L. Wyatt, President
Marvin Dodge, Vice President for Administrative Services
Craig Mathie, Dean of Student and Academic Affairs
Bradley A. Winn, Academic Vice President

Dixie State College
Stephen D. Nadauld, Interim President
Donna Dillingham-Evans, Academic Vice President
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah
Michael King, Interim President
Del Beatty, Dean of Students, Price Campus
Michelle Fleck, Interim Vice President of Academic Affairs
Eric Mantz, Chief Information Officer
Vicki Noyes, Professional Staff President
Susan W. Polster, Instructor and Faculty Advisor, *CEU Eagle*
Kevin Walthers, Vice President for Finance and Administrative Services
Garth Wilson, Dean of Students, San Juan Campus

Utah Valley University
Elizabeth J. Hitch, Interim President
Jack R. Christianson, Executive Director, Center for Engaged Learning
Cameron Martin, Assistant to the President
J. Karl Worthington, Interim Vice President for Academic Affairs

Salt Lake Community College
Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Business Services
Joe Peterson, Vice President of Instruction

Utah College of Applied Technology
Richard L. White, President

Brian Foisy, Vice President of Finance and Administrative Services
Jared Haines, Vice President of Instruction and Student Services

<u>Representatives of the Media</u>
Kellie Henderson, *CEU Eagle*
Kris Kohler, *CEU Eagle*
Wendy Leonard, *Deseret News*

<u>Other Guests</u>
Michael A. Petersen, Executive Director, Utah Education Network

Following a meeting with the College of Eastern Utah Board of Trustees, the State Board of Regents convened in Committee of the Whole at 9:00 a.m. Chair Jed Pitcher called the meeting to order and excused Regents Jerry Atkin, Janet Cannon, Katharine Garff, David Jordan, and Joel Wright. He announced the room locations of the committee meetings to follow.

<u>Administration of Oath of Office</u>

Chair Pitcher administered the Oath of Office to Regents Robert S. Marquardt and Teresa Theurer. He congratulated them and welcomed to the State Board of Regents.

Regent Theurer said she would be completing her eighth year on the State Board of Education in December. She has enjoyed her service on that board and has already discovered that her experiences there will be beneficial to her service on the Board of Regents. She proudly announced that all of her children were graduates of Utah State University.

Regent Marquardt is a graduate of the University of Utah Law School, where he also earned an MBA degree. He served for eight years as a member of the Weber State University Board of Trustees, including four years as its chair. He currently serves as chair of the National Advisory Board for the University of Utah School of Business. Regent Marquardt said he was looking forward to serving on the State Board of Regents.

The Regents were dismissed to their respective committees at 9:15 a.m. and reconvened in Committee of the Whole at 11:05 a.m. Chair Pitcher recognized Dr. Elizabeth Hitch in her capacity as Interim President of Utah Valley University and Dr. William Sederburg at his first Board meeting as Commissioner of Higher Education.

State of the College

President King said CEU was celebrating its 70th anniversary this year. The school was originally called Carbon College (1938), affiliated with Carbon High School. It became the College of Eastern Utah in 1964. The San Juan Campus was added in 1977. Approximately 55,000 students have been served in those 70 years. Anniversary celebrations will be held on September 13 in Price and on September 18 in Salt Lake City. CEU serves the largest service region in the state – more than 18,000 square miles. The region is rich in natural resources.

CEU serves the traditional community college role, offering Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as non-credit courses preparing students for the workplace. CEU is also engaged in community activity. CEU has the highest diversity rate in the system, primarily due to the Native American students who attend the San Juan Campus. CEU serves many first-generation students.

CEU's Prehistoric Museum is one of five accredited museums in the state. It is a federal and state repository of more than 750,000 archaeological artifacts. There are 51,000 paleontological dig sites, in addition to the archaeological field schools and research stations in the area.

President King reviewed the accomplishments of prominent CEU alumni, including Dr. Troy Justesen, Assistant Secretary of Education.

Presentation by Commissioner Sederburg

Commissioner Sederburg thanked the Regents for allowing him the opportunity to serve the people of Utah as Commissioner of Higher Education. He thanked President King for his leadership at CEU. He also thanked the staff for welcoming him and for their hard work. He expressed special appreciation to Joyce Cottrell and Dave Buhler for their valuable assistance. He congratulated Dave Doty on his appointment as Superintendent of Utah's newest school district and said the position of Assistant Commissioner for Administration and Planning had been posted and nominations and applications invited.

The Commissioner briefly reviewed the events of the Commissioner's office since his appointment and outlined his plans for the next few months. His transition will consist of three stages: Information Gathering, Plan Development, and Implementation. Economic development is a big priority. The Presidents have met with the Governor and are planning an economic development roundtable.

Plans have been made for the Commissioner and members of his staff to visit each of the institutions. He invited the Regents to join him as he visits the various campuses. The first campus visited will be Utah State University on Tuesday, September 9. Dr. Cameron Martin is coordinating the campus tours.

Dr. Jim Phelps, a consultant from Michigan, will be helping the Commissioner develop a plan built on operating principles. The Commissioner has heard from several Regents that they would like to find a way to make Board meetings more productive. He invited Regent Zenger to lead a brief discussion about how to improve Board meetings.

Regent Zenger posed three questions: (1) What have we been doing that we should continue to do? (2) What could be delegated? (3) What could be added to make meetings more significant or valuable? The group broke into small discussion groups and came back with the following suggestions:

1. The Regents should concentrate on strategic issues and the Trustees should handle tactical issues.

2. Increase political productivity, with the greatest focus on theme-based best practices. Help the Regents to understand more thoroughly what happens on each campus. Creative strategic support is essential.

3. Minimize the amount of time spent in Board meetings. Accomplish the necessary business more quickly, focus on strategic governance issues and legislative initiatives. Become more effective as Regents and Presidents.

4. Reduce or eliminate reports. More time could then be spent on strategic issues and less time on management issues.

5. Regents should have a more participatory format on strategic issues, with less time spent listening to reports.

6. Review and update Regents' policies. Delegate more to the Resource and Review Teams. Have committee meetings outside of regular Board meetings. Require Regents' approval of only large expenditures, with institutional approval of routine expenditures.

Regent Zenger summarized the discussion into the following themes:

- More time on strategic issues and less time on tactical issues
- Fewer meetings, meatier agenda, opportunities for the Regents to visit campuses every year or two so they can get a "feel" for the mission and role of each institution
- Include legislators
- Better training of Trustees so that they understand their duties and responsibilities
- More coordination and correlation of committees – Are they the right committees? Should current subcommittee structure remain?

Commissioner Sederburg thanked Regent Zenger for his help with this important process.

General Consent Calendar

On motion by Regent Holbrook and second by Regent Morgan, the following items were approved on the Regents' General Consent Calendar (Tab U):

A. Minutes

1. Minutes of the Special Board Meeting held July 8, 2008, at the Regents' Offices in Salt Lake City, Utah

2. Minutes of the Regular Board Meeting held July 10-11, 2008, at Southern Utah University in Cedar City, Utah

B. Grant Proposals (On file in the Commissioner's Office)

C. Grant Awards
1. University of Utah – National Institutes of Health/National Cancer Institute; "Natural Anti-cancer Agents"; $1,115,726. Chris M. Ireland, Principal Investigator.

2. University of Utah – Department of Community and Culture; "HCI Appropriation"; $7,500,000. Kevin L. Cheney, Principal Investigator.

3. University of Uath – National Institutes of Health/National Center for Research; "University of Utah CTSA"; $4,513,700. James P. Kushner, Principal Investigator.

4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base"; $1,652,269. Michael W. Varner, Principal Investigator.

5. University of Utah – HRSA Maternal and Child Health; "National EMSC Data Analysis Resource Center"; $1,300,000. J. Michael Dean, Principal Investigator.

6. University of Utah – National Institutes of Health/National Institute of General and Medical Sciences; "Conus Peptides and Their Receptor Targets"; $2,092,340. Baldomero M. Olivera, Principal Investigator.

7. University of Utah – National Institutes of Health/National Cancer Institute; "Surveillance, Epidemiology and End Results (SEER) Program"; $1,1346,449. Wallace Akerley, Principal Investigator.

8. University of Utah – Centers for Disease Control; "ERC Training Grant"; $1,320,902. Kurt Timothy Hegmann, Principal Investigator.

9. Utah State University – U.S. Naval Research Laboratory; "Time Critical Sensor Image/Data Processing, Naval Research Laboratory Task Order 7"; $1,229,592. Niel Holt, Principal Investigator.

10. Utah State University – National Science Foundation; "National Center for Engineering and Technology Education"; $1,999,875. Christine Hailey, Principal Investigator; Kurt Becker, Daniel Householder, and Maurice Thomas Co-Principal Investigators.

11.   Utah State University – U.S. Department of Education; "To Operate Regional Resource Center, Region No. 5, Utah State University"; $1,300,000. John Copenhaver, Principal Investigator.

Resolutions

In the Regents' folders were copies of Resolutions of Appreciation for Senator Mike Dmitrich and Assistant Commissioner Dave Doty. **Regent Holbrook moved adoption of both resolutions. Regent Snow seconded the motion. The Resolutions of Appreciation were adopted unanimously.** Chair Pitcher presented Dr. Doty's resolution to him, along with a gift of appreciation. He noted Dave had been responsible for bringing $2.3 million into the state. He congratulated him on his new appointment and conveyed the Regents' appreciation for his work in the Commissioner's Office.

Recognition Luncheon

Senator Mike Dmitrich and his wife were invited to be the Regents' special guests for lunch. Other special guests included Senator Brent Goodfellow and Senator Margaret Dayton. Representatives Brad King and Brad Winn were also recognized.

After lunch, Chair Pitcher gave a brief background of Senator Dmitrich's life. The Senator will be retiring in December after 40 years as a state legislator. Commissioner Sederburg narrated a humorous slide show and presented a Resolution of Appreciation to Senator Dmitrich. Other speakers included Associate Commissioner Buhler, Regent Karras, Senator Dayton and Senator Goodfellow. Chair Pitcher presented Senator Dmitrich with a gift of appreciation from the Utah System of Higher Education.

Senator Dmitrich remarked that it was harder to quit than to get re-elected. He thanked the speakers for their remarks and paid special tribute to Regent Karras. He expressed his appreciation to his wife for her support. He also expressed appreciation for higher education and its contributions to the state and its residents.

Committee of the Whole

The Regents reconvened in Committee of the Whole at 1:35 p.m. Chair Pitcher recognized Price Mayor Joe Piccolo. The Mayor thanked everyone for coming to Price and said the Mayor's office was very supportive of higher education. He said he was grateful for what higher education stands for and the way it improves the quality of lives. CEU is a very vital part of the community. Mayor Piccolo expressed his appreciation for the commitment to higher education which he hoped would continue for more generations.

Proposed 2009-2010 Budget Request

Commissioner Sederburg referred to Replacement Tab V. The Governor asked each state agency to hold their budget increases to a minimum and to concentrate on mandated costs. The Presidents are increasingly concerned about retaining key faculty, so that is also a priority. Compensation continues to be the top priority for all of the institutions. Continuing operating costs was the second priority category, followed by student financial aid. The fourth priority was addressing workforce needs. Commissioner Sederburg noted

Governor Huntsman had requested our budget request earlier this year than in previous years. There are several areas where we do not know yet what our need will be. Additional budget items may be identified prior to the Legislative Session that will alter our official budget request.

Regent Morgan said the operating and capital budget categories should come to the Regents at least one month prior to any request for action. That would promote a good policy discussion. Commissioner Sederburg agreed and said he hoped the budget would be an outgrowth of ongoing discussions. He asked President Young to comment on the compensation issue.

President Young said the University of Utah and Utah State University are capable of hiring world-class professors, but keeping them remains a great challenge. Recently a survey was taken to ascertain how many faculty members had received inquiries or offers for employment at other institutions for much higher salaries. Many verified that they had received offers. In addition, when these professors leave, they take with them the research benefit and revenue they bring into the state as well as the technology that can create new companies. These are also the teachers who train scientists and engineers, and their contributions to the state are enormous. Higher education is one of the major engines of economic growth.

Regent Snow moved approval of the FY2010 budget recommendation. The motion was seconded by Vice Chair Beesley and adopted unanimously.

Institutional Capital Development Projects for 2009-2010

Commissioner Sederburg said the Q&P process had been used to prioritize capital projects for presentation to the State Building Board and the Legislature. He referred to Supplemental Tab W and the Attachment called "Q&P Made Easy." Associate Commissioner Spencer pointed out the Q&P results were presented to the Regents as an aid in their decision-making process. The Regents may change the priorities; they do not have to follow the Commissioner's recommendation. He said we try to maintain a balance between new space and maintaining or renovating older buildings. This year the institutions made more changes to their requests (which changed the Q or P points) than in recent years.

Associate Commissioner Spencer referred to the Non-State Funded Projects (Tab X), and recommended that the Regents wait to vote until they had heard all of the presentations in both categories. The non-state funded projects category is a request for O&M (operation and maintenance) funding to maintain buildings constructed with bonded or donated funds. Commissioner Sederburg said that list was important because much private money goes into the construction of higher education facilities. In recent years, two-thirds (⅔) of funding for higher education facilities has come from private funds. **Vice Chair Beesley moved approval of the requests for O&M for non-state funded projects. Regent Davis seconded the motion. The motion was adopted unanimously.**

Institutional representatives made presentations on their proposed capital projects. The proposed priority list, as determined by the Q&P, was:

1. Salt Lake Community College – Digital Art and Design
2. (tie) University of Utah – David Eccles School of Business

2. (tie) Utah State University – Business Building Addition and Remodel
4. (tie) Southern Utah University – Science Center Addition
4. (tie) Dixie State College – Centennial Commons
6. Utah Valley University – Sciences/Health Science Building Addition
7. College of Eastern Utah – Arts and Education Building
8. Weber State University – Professional Programs Classroom Building (Davis 3)

Unranked projects included the Skaggs Pharmacy Research Building at the University of Utah and Kent Concert Hall Addition/Renovation at Utah State University.

Following the presentations, **Regent Karras moved approval of the Regents' priority list, with the University of Utah School of Business facility as the #1 ranked project. The motion was seconded by Regent Motiwala. Regent Holbrook moved an amendment to the motion to show the U's project tied for #1 with the SLCC project. Regent Cespedes seconded the motion to amend. Regent Karras accepted the amendment, and the motion carried.**

Reports of Board Committees

Chair Pitcher asked each committee chair to report only on the action items.

Programs Committee – Regent Rosanita Cespedes, Acting Chair
Utah State University – Bachelor of Science Degree in Residential Landscape Design and Construction (Tab A). This program will include courses in both the Horticulture and Landscape Architecture disciplines. The balance combination will make this program unique and will distinguish it from existing degrees in Horticulture and Landscape Architecture. Students will be prepared for careers in the design, construction and maintenance of residential landscapes and small-scale gardens. It is expected to appeal to students interested in environmental issues such as water conservancy in landscape.

Utah State University – Doctorate of Philosophy in Engineering Education (Tab B). This degree is intended to refocus the department and develop a new emphasis in engineering education. The University has received a $10 million grant from the National Science Foundation to establish the National Center for Engineering and Technology Education. Graduates will be familiar with the theory and practice of engineering education, will be able to guide and perform research within a specific area of engineering education, and will have the ability to design, implement and assess high school and college-level engineering curricula.

Dixie State College – Associate of Applied Science Degree in Physical Therapy Assistant (Tab C). This program is a response to the expansion of health care needs in southern Utah. The program is designed to produce graduates who will be knowledgeable and competent rehabilitation specialists.

Chair Cespedes moved approval of the above three requests. Regent Zenger seconded the motion, which carried unanimously.

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Cespedes and second by Regent Zenger, the following items were approved on the Programs Committee's Consent Calendar:**

1. Davis Applied Technology College – Certificates of Completion in Managing Bookkeeper and in Barbering and Certificates of Proficiency in Bookkeeper, Accounts Payable Management Clerk, Accounts Receivable Management Clerk, eBusiness, Entrepreneurship, Inventory Management Clerk, Payroll Management Clerk, Project Management Technician, and Purchasing Management Clerk.

2. Bridgerland Applied Technology College – Certificates of Proficiency in Veterinarian Assistant/Pre-Technician and in Basic Esthetician and Master Esthetician.

Information Calendar, Programs Committee (Tab E). The following items were discussed in committee: (1) Utah State University – K-6 Licensure Program in the School of Teacher Education and Leadership and a name change in the Bachelor of Interior Design and Bachelor of Arts/Bachelor of Science in Interior Design, Sales and Marketing, and (2) Utah Valley University – Minor in Classical Studies.

Finance Committee – Regent Nolan Karras, Acting Chair
USHE – Long-term Enrollment Scenarios (Tab F). Chair Karras referred to the long-term (20-year) projections for enrollment at the USHE-9 institutions. He said the Commissioner's staff will prepare long-term enrollment summaries in the next three months.

First-Tier Tuition Range for 2009-2010 (Tab G). Chair Karras said first-tier tuition will be whatever is needed to fund the institutional share of compensation for faculty and staff.

Revision to Policy R558, *Surplus Property* (Tab H). Chair Karras reported §4.7 was being deleted; the institutional trustees felt they did not need to approve the disposition of surplus property.

University of Utah – Campus Master Plan (Tab I). Chair Karras pointed out the new master plan was the culmination of a five-year planning process. In addition to the agenda materials, a Website was set up to provide greater detail. Chair Karras noted the committee had heard and addressed community concerns. The University held 24 public hearings to get the neighborhood involved. University officials will work with the individuals and groups who wrote letters of concern. Regent Holbrook commended President Young and his staff for making that effort.

College of Eastern Utah – Campus Master Plan (Tab J). Chair Karras noted CEU had also gone through a planning process.

Chair Karras moved approval of the above agenda items. The motion was seconded and carried unanimously.

Consent Calendar, Finance Committee (Tab K). **On motion by Chair Karras and second by Regent Holbrook, the following items were approved on the Finance Committee's Consent Calendar:**

1. Revision to Policy 932, *Vacation Leave*
2. Utah Valley University – Sale of Property to Utah Transit Authority (UTA)

UHEAA Update (Tab L). Chair Karras said this discussion had to be postponed until the next Board meeting. He apologized to Executive Director Dave Feitz for the lack of time for his presentation.

Utah College of Applied Technology – 2009-2010 Budget Request (Tab M) and Utah Education Network – 2009-2010 Budget Request (Tab N) were discussed by the committee but were not discussed in the Committee of the Whole.

Planning Committee – Regent Meghan Holbrook, Acting Chair

Campus Retention Plan Reports – College of Eastern Utah and Snow College (Tab O). Chair Holbrook thanked institutional representatives for their presentations to the committee and apologized that there was not time for them to comment to the entire Board.

Report on Legislative Task Force on Higher Education and Applied Technology Governance (Tab P). Associate Commissioner Dave Buhler updated the committee on the committee's actions.

Update on Regents' Scholarship (Tab Q). The cover memo to Tab Q reported the disposition of the first round of scholarship awards, based on funding received. This year 103 scholarships were awarded and another 413 applications were denied. Criteria were amended to include AP courses, as requested by the Legislative Administrative Rules Committee.

Utah Scholars and College Access Challenge Grant Update (Tab R). Assistant Commissioner Doty reported on what was being done during the first year of this program. To date, $2.5 million has been received as the result of federal grants and state appropriations. Chair Holbrook thanked Dr. Doty for his efforts to raise this funding.

Report on Utah's ACT Test Results for the Class of 2008 (Tab S). Chair Holbrook said the ACT test scores should be discussed at a future meeting.

Proposed Amendments to Policy R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions* (Tab T). Three minor revisions were mostly housekeeping in nature, to put current policy into policy. **Regent Zenger moved approval of the proposed revisions. Regent Morgan seconded the motion, which carried unanimously.**

Report of the Chair

Chair Pitcher referred to his written report and said he was very proud of our students. He announced that as part of CEU's 70th anniversary, President King had scheduled a dinner in Salt Lake City on September 18, at the Little America. The Utah Valley University Presidential Search Committee has met; the committee is co-chaired by Regents Marlon Snow and Jack Zenger. The University of Utah's Capital Campaign will be launched on October 25. Chair Pitcher said he and Commissioner Sederburg would meet with leadership of the State Building Board on September 23 to review priorities and the Q&P process.

Report of the Commissioner

Commissioner Sederburg thanked Chair Pitcher and Vice Chair Beesley for the amount of time they had spent in resolving higher education issues. Secretary Cottrell is drafting a meeting schedule for 2009, which she will e-mail to Regents and Presidents. The Commissioner asked that Regents and Presidents inform Joyce of conflicts with proposed meeting dates.

<u>Adjournment</u>

President King thanked the Regents for meeting on the CEU campus. He expressed his appreciation to Sherry Arellano for the countless hours she had spent preparing for this meeting. He also thanked Vice President Walthers and other members of his staff for their assistance and support in this meeting.

Regent Holbrook moved that the meeting be adjourned. The motion was seconded by Regent Karras and carried unanimously. The meeting was adjourned at 3:25 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University – Latin Teaching Minor, Effective Fall 2009 – Action Item</u>

Issue

Utah State University requests approval to offer a Latin Teaching Minor effective Fall 2009. This program was approved by the institutional Board of Trustees on 11 April 2008.

Background

Currently, there is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. Utah's public and private high schools have 10 Latin programs; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

The History Department at USU already offers minors in Latin, Greek and Classical Civilization. No new faculty, administrative, or organizational structures will be necessary to offer a Latin Teaching Minor. Since this minor will require only one additional course, which will be taught by current faculty, it will have no impact on the delivery of either undergraduate or lower-division education.

The "No Child Left Behind" Act does not require teachers to have a major in languages. Thus, a minor in Latin Teaching is an appropriate route for additional certification for students already enrolled in the Secondary Teacher Education Program (STEP).

The proposed Latin Teaching Minor will require no new faculty and no new resources; it is not expected to generate any new resources. Thus, this program will be revenue neutral.

Policy Issues

USHE institutions were supportive of the program although a question was raised regarding assessment of students. USU faculty believe that if students who earn the Latin Teaching Minor can pass the Praxis examination, a necessary step toward certification, they will have demonstrated competence.

Requiring second year students to enroll in 3000-level courses was questioned. USU was able to demonstrate that its 3000-level Latin courses were comparable to the University of Utah's 2000-level Latin courses. The purpose for upper-division numbering is to distinguish those courses from Latin literature courses that are numbered at the 2000-level. USU will assure that transfer students will not be disadvantaged. A schedule of courses for transfer students can be found in Appendix D.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Regents review the request by Utah State University to offer the Latin Teaching Minor, raise questions and, if satisfied, approve the request.</u>

_____
William A. Sederburg, Commissioner

WAS/PCS/HN
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Latin Teaching Minor

Utah State University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 15, 2008

<center>Section I: The Request</center>

Utah State University requests approval to offer a Latin Teaching Minor effective Fall 2009. This program was approved by the institutional Board of Trustees on 11 April 2008.

<center>Section II: Program Description</center>

Complete Program Description

The Department of History at Utah State University (USU) seeks authorization for the creation of a Latin Teaching Minor, effective Fall Semester 2009. The Latin Teaching Minor will allow students who plan to enroll in the Secondary Teacher Education Program (STEP) as part of their major to receive additional certification in Latin (grades 7-12).

Students must be formally accepted into the Latin Teaching Minor. Applications will not be considered until students have completed their first year of Latin at USU (LATN 1010, LATN 1020) with a satisfactory grade (B or better).

Proposed Latin Teaching Minor at USU
12 credits of upper-division Latin (LATN 3100, 3130, 4100 and/or 4930)
 6 credits of Roman History (HIST 3150) & Latin/Greek Elements (CLAS 1100)
 3 credits of Latin pedagogy (LATN 4860)
32 credits in STEP (includes courses for Teaching Major)
53 credits total

Teaching Certification in Latin for grades 7-12 will be granted to students who successfully complete the Latin Teaching Minor. Since the History Department at USU already prepares students for teaching certification in History who complete the History Teaching Major or History Teaching Minor, granting of this additional certification will have no impact on the program. The Department already meets the requirements necessary to prepare students to receive the Teaching Certification in Latin, provided that students in the program are also enrolled in a teaching major and complete the STEP program as part of their major.

Purpose of Degree

There is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. There are at present 10 Latin programs in Utah public and private schools; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with Emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

Institutional Readiness

The History Department at USU already offers minors in Latin, Greek and Classical Civilization. No new faculty, administrative, or organizational structures will be necessary to offer a Latin Teaching Minor. Since

this minor will require only one additional course, which will be taught by current faculty, it will have no impact on the delivery of either undergraduate or lower-division education.

Faculty

As the implementation of this program will require only one additional course, no new faculty will be required. The three current classics faculty members are already fully prepared to implement this program. Please see Appendix C for a list of these three faculty members and their qualifications.

Staff

No new staff will be required to implement this program.

Library and Information Resources

No new library resources will be required to implement this program.

Admission Requirements

Students must be formally accepted into the Latin Teaching Minor. Applications will not be considered until students have completed their first year of Latin at USU (LATN 1010, LATN 1020) with a satisfactory grade (B or better).

Student Advisement

Students who are interested in this program will be advised by one of the three existing faculty.

Justification for Graduation Standards and Number of Credits

Fifty-three credits will be required to complete the Latin Teaching Minor at USU. This includes 18 credits of upper-division work in Latin, Roman History, and Latin/Greek Elements in English, three credits of Latin pedagogy, and 32 credits in STEP (Secondary Teaching Education Program). Although the French and German Teaching Minors at USU require only 50 credits total (rather than 53 credits),this program is comparable to the Latin Teaching Minor offered at Brigham Young University (BYU).

External Review and Accreditation

No external consultants were involved in the development of this program, but informal discussions were held regarding the proposed program with Professor Roger T. Macfarlane, Associate Professor of Classics at Brigham Young University.
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Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	3	1	3:1	
2	3	1	3:1	

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
3	3	1	3:1	
4	3	1	3:1	
5	3	1	3:1	

Expansion of Existing Program

The proposed Latin Teaching Minor is an expansion of the Latin Minor currently offered by the History Department. There are now approximately 8-10 students who are pursuing the Latin Minor. As the above table shows, it is anticipated that approximately three students will choose the Latin Teaching Minor rather than the Latin Minor. Only one additional class will be needed to implement the new minor (Latin Pedagogy - LATN 4860), which will be taught every other year, as needed. (Please note: this course has already been approved and is now listed in the USU catalog.)

Section III: Need

Program Need

Currently, there is a nationwide Latin teacher shortage, and many Latin programs throughout the country are being discontinued for lack of well-qualified teachers. There are at present 10 Latin programs in Utah public and private high schools; three of these have been added in the past three years. Many USU students who are pursuing a Classics Minor with Emphasis in Latin are already planning to be high school teachers; the Latin Teaching Minor will enable them to receive additional certification in Latin.

Labor Market Demand

As noted above, there are currently 10 Latin programs in Utah high schools, and there is an increasing demand to add more programs. Furthermore, the ability to teach Latin is often seen by employers as a sign of a prospective teacher's dedication and breadth of preparation. Any teacher who is certified to teach Latin will thus significantly enhance his or her profile with a prospective employer.

Student Demand

This program is being proposed in direct response to student demand. USU has a strong program in secondary teacher training, and many students currently enrolled in the Latin Minor intend to be teachers. However, these students are not able to apply their Latin Minor toward their teacher preparation. Students must add an additional teaching minor in order to comply with the requirements of the Secondary Teacher Education Program (STEP), which typically adds another year to their program. The proposed Latin Teaching Minor will allow students to complete their Latin Teaching Certification and comply with the STEP teacher licensure program. While the number of students requesting this minor is relatively small, they are passionate in their love for Latin and for teaching. If USU could offer them the opportunity to prepare to complete their Latin Teaching Certification, it would significantly enhance these students' educational experience as well as provide well-qualified teachers for a small but growing subject area.

Similar Programs

A program such as this is not offered at any other USHE institution. Among both private and public institutions in Utah, BYU offers a similar Latin Teaching Minor.

Collaboration with and Impact on Other USHE Institutions

As there are no other programs within USHE, no collaborative efforts have been pursued.

Benefits

The proposed Latin Teaching Minor will enhance USU's program in Secondary Teacher Preparation. Students who complete the Latin Teaching Minor are likely to become competent teachers in their major subject of choice, as well as in Latin.

Consistency with Institutional Mission

The Latin Teaching Minor will help to support the University's mission as a student-centered, land-grant institution in which academics come first. Because the impetus for this minor comes from continued student demand, its implementation will further demonstrate USU's responsiveness to students' needs. Furthermore, this program will enhance USU's program in secondary teacher preparation, which is a vital aspect of USU's role as a land-grant institution. Finally, since Latin is a subject that requires a high level of academic preparation, the new minor will greatly enhance the academic qualifications of those students who complete it.

Section IV: Program and Student Assessment

Program Assessment

The primary goal for the Latin Teaching Minor is to provide the student a means for obtaining Secondary Teaching Certification in Latin. The Latin PRAXIS II Exam is a necessary prerequisite to obtain Secondary Teaching Certification in Latin in Utah, and provides a standardized assessment measure for this program. To date, three USU students have taken the Latin PRAXIS II Exam, and all three students have passed.

Expected Standards of Performance

Upon successful completion of this program, students will be prepared to teach Latin at the secondary level. Such preparation will include: an understanding of the most important issues being discussed in the field of Latin pedagogy today; a demonstrated ability to implement the best Latin teaching practices by teaching a sample Latin grammar class and submitting a written lesson plan; a strong foundation in the Latin language, including the ability to translate the major Latin authors; a knowledge of Roman history; and an understanding of how English words have been influenced by Greek and Latin prefixes, roots, and suffixes.

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	0	0	0	0	0
Cost Per FTE	0	0	0	0	0
Student/Faculty Ratio	0	0	0	0	0
Projected Headcount					
Projected Tuition					
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
Expense					
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
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 & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	0	0	0	0	0
Fees	0	0	0	0	0
Total Revenue	$0	$0	$0	$0	$0
Difference					
Revenue-Expense	$0	$0	$0	$0	$0

Budget Comments

The proposed Latin Teaching Minor will require no new faculty and no new resources; it is not expected to generate new resources. Thus, this program will be revenue neutral.

Funding Sources

As this program will be revenue neutral, no new funding sources will be required.

Reallocation

This minor will require only one new course, Latin Pedagogy (LATN 4860, already approved), which will be taught as part of the normal teaching load of the existing classics faculty. For this reason, no reallocation of existing funds will be required.

Impact on Existing Budgets

Since the Latin Pedagogy class will be taught by current faculty as part of their normal teaching load, it is expected to have no 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
LATN 3100	Intermediate Latin Prose	3
LATN 3130	Intermediate Latin Poetry	3
HIST 3150	Roman History	3
LATN 4100	Advanced Latin Readings	3
CLAS 1100	Latin and Greek Element	3
LATN 4930	Directed Readings Latin	3
LATN 4860	Latin Pedagogy	3
STEP Program	Teacher Ed courses	32
	Total Number of Credits	53

New Courses to be Added in the Next Five Years

LATN 4860   **Latin Pedagogy**   **Credit Hours: 3**

Course Description: Latin 4860 will prepare students to teach Latin at the secondary level. Students will survey the most important issues in Latin pedagogy and discuss the best teaching practices. Students will also translate selections from core Latin authors, focusing on authors not previously studied.

Note: This course has already been approved.

Appendix B: Program Schedule

<u>Freshman Year</u>
Semester 1: LATN 1010 – Beginning Latin I   3 credit hours (does not count toward minor)
Semester 2: LATN 1020 – Beginning Latin II   3 credit hours (does not count toward minor)

<u>Sophomore Year</u>
Semester 3: LATN 3100 – Intermediate Latin Prose   3 credit hours
Semester 4: LATN 3130 – Intermediate Latin Poetry`   3 credit hours
           HIST 3150 – Roman History   3 credit hours

<u>Junior Year</u>
Semester 5: LATN 4100 – Advanced Latin Readings   3 credit hours
           CLAS 1100 – The Latin and Greek Element in English   3 credit hours
Semester 6: LATN 4860 – Latin Pedagogy   3 credit hours

<u>Senior Year</u>
Semester 7: LATN 4930 – Directed Readings in Latin   3 credit hours
Begin STEP Program   32 credit hours

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

Mark L. Damen, Professor of History, Classics and Theatre, USU
    PhD in Classics, University of Texas, 1985
    Utah Carnegie Professor of the Year, 1998
    Award-winning teacher of Latin, Greek, Classics, History and Theatre at all levels
    Author of numerous publications in the fields of Classics, History and Classical Drama

Susan O. Shapiro, Associate Professor of History and Classics, USU
    PhD in Classics, University of Texas, 1992
    CAMWS Award for Excellence in College Teaching, 2002
    Teacher of Latin, Greek, Classics and History at all levels
    Author of an intermediate Latin textbook, and several published articles in the fields of Classics,
        History, and Latin Pedagogy

Frances B. Titchener, Professor of History and Classics, USU
    PhD in Classics, University of Texas, 1988
    APA Teaching Excellence Award, 1999
    Utah Carnegie Professor of the Year, 1995
    Award-winning teacher of Latin, Greek, Classics, and History at all levels
    Author of numerous publications in the fields of Classics and History

Appendix D: Program Schedule for Transfer Students

Although course numbers and titles may vary, the content of college-level Latin courses tends to be quite consistent from school to school and indeed from state to state. For this reason, a student transferring from any accredited college Latin program in the United States will easily be able to complete the Latin Teaching Minor in a timely manner.

Within Utah, the only institutions of higher education that currently offer Latin are Utah State University, the University of Utah, and Brigham Young University. The Latin classes at the University of Utah and Brigham Young are very similar in content and level of difficulty to those at Utah State University, although course numbers and titles do differ. For example, the sophomore level Latin courses at Brigham Young are numbered Latin 201 and Latin 301, but they are equivalent in content and level of difficulty to LATN 3100 and LATN 3130 at Utah State. Similarly, the sophomore Latin classes at the University of Utah are numbered Latin 2010 and 2020, but they are equivalent in content and level of difficulty to LATN 3100 and 3130 at Utah State.

At Utah State University, second-year Latin courses were approved to be offered at the 3000 level for the following reasons: i) first-year Latin courses (LATN 1010 and LATN 1020) each carry 5 credits as opposed to first-year modern language courses which carry 4 credits each; and ii) all of Latin grammar is taught in the first year and conversational Latin is not taught. Therefore, second-year Latin courses are true literature courses and correspond to third-year courses in the modern languages.

 A possible program schedule for a transfer student from The University of Utah is outlined below.

Possible Program for a Transfer Student from The University of Utah

Freshman Year – The University of Utah
Semester 1: Latin 1010 – Beginning Classical Latin I   4 credit hours (does not count toward minor)
Semester 2: Latin 1020 – Beginning Classical Latin II   4 credit hours (does not count toward minor)

Sophomore Year The University of Utah
Semester 3: Latin 2010 – Intermediate Classical Latin I   3 credit hours
Semester 4: Latin 2020 – Intermediate Classical Latin II` 3 credit hours
              CI Cv 1570 The Romans   3 credit hours

Junior Year – Utah State University
Semester 5: LATN 4100 – Advanced Latin Readings   3 credit hours
              CLAS 1100 – The Latin and Greek Element in English   3 credit hours
Semester 6: LATN 4860 – Latin Pedagogy   3 credit hours

Senior Year – Utah State University
Semester 7: LATN 4930 – Directed Readings in Latin   3 credit hours
Begin STEP Program   32 credit

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University – Bachelor of Science in Family Life Studies via Online Delivery –
            Effective Spring 2009</u>

<u>Issue</u>

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS)
via online delivery effective Spring Semester 2009.   This program has been approved by the USU Board of
Trustees on 13 April 2007.

<u>Background</u>

The FLS degree proposal aims to expand educational access to non-traditional students, offering an
overview of human development across the lifespan, interpersonal relationships (especially in families and
marriage), and consumer and family economics (especially resource management). Consistent with USU′s
land-grant mission, the proposed FLS program will help make a college education accessible to individuals
throughout the state who are place-bound with work and family responsibilities. The Department of Family,
Consumer and Human Development's instructional, research, and outreach efforts emphasize marriage
and family relations, human development from infancy to later life, early childhood education, family
financial management, consumer education, and marriage and family therapy. Currently, the Department
offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and
Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family
Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum
with strong market appeal and utility for non-traditional students. Some additional courses, specifically
designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses. Coursework will focus not
only on the individual and family effects on human development, family relationships, and economic issues,
but also on the contextual effects of social policies and institutions. A senior capstone project will provide
FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching;
and 3) community outreach and service. The costs for faculty, teaching assistants, and operating
expenses will be paid from funds generated by online course tuition.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. Students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

A new faculty member has been hired as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed.

The proposed program will be self supporting and is expected to generate new operating budget dollars for the FCHD Department. The Regional Campus and Distance Education (RCDE) will receive and distribute the tuition dollars. The proposed program is self supporting.

Policy Issues

USHE institutions support the proposed program. However, several concerns were raised regarding employment opportunities, learning outcomes, and transfer opportunities for community college students. Employment opportunities are now listed in the Labor Market section and expected learning outcomes in the Assessment section reflect higher level expectations. USU officials demonstrated that community college students could apply for admission to USU and, if accepted, begin the proposed program at the beginning of any semester.

Commissioner's Recommendation

The Commissioner Recommends that the Regents review the request by Utah State University to offer a Bachelor of Science in Family Life Studies to be delivered via technology, raise questions, and, if satisfied, approve the request.

_____
William A. Sederburg, Commissioner

WAS/PCS/HN
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Family Life Studies via

Utah State University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

October 15, 2008

Section I: The Request

Utah State University requests approval to offer a Bachelor of Science degree in Family Life Studies (FLS) via online delivery effective Spring Semester 2009. This program has been approved by the USU Board of Trustees on 13 April 2007.

Section II: Program Description

Complete Program Description

The Department of Family, Consumer, and Human Development (FCHD) at Utah State University proposes a new Bachelor's degree in Family Life Studies (FLS), with student admissions to begin Spring Semester, 2009. This program will be available as a fully distance-delivered (online) degree, although some of the required courses may be taken face-to-face or via Interactive Broadcast at USU's regional campuses, distance education centers, and partnership campuses (Snow College and College of Eastern Utah). Students anywhere in Utah or in the nation will be able to complete the FLS degree.

The FCHD Department is an interdisciplinary unit. The Department's instructional, research, and outreach efforts emphasize marriage and family relations, human development from infancy to later life, early childhood education, family financial management, consumer education, and marriage and family therapy. Currently, the Department offers three bachelor's degrees: Family, Consumer, and Human Development (FCHD); Family and Consumer Sciences (FCS); and Early Childhood Education (ECE). The proposed new degree in Family Life Studies (FLS) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for non-traditional students. Some additional courses, specifically designed for this new degree, will meet the needs of online learners.

The new FLS major will require sixty three credits in discipline-specific courses which will help students understand the interaction of family relations, human development, and consumer sciences. Coursework will focus not only on the individual and family effects on human development, family relationships, and economic issues, but also on the contextual effects of social policies and institutions. A senior capstone project will provide FLS students with further expertise in three family life studies competency areas: 1) research; 2) teaching; and 3) community outreach and service.

Purpose of Degree

The FLS degree aims to expand educational access to non-traditional students, offering an overview of human development across the lifespan, interpersonal relationships (especially in families and marriage), and consumer and family economics (especially resource management). This degree will integrate coursework across the existing FCHD major emphases, providing a rigorous education across a broad range of family life subjects. This differs sharply from the existing FCHD major, with three specialized, and narrow, profession-driven areas of emphasis.

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals throughout the state who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of

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children and youth, family communication, and elder care. This program will graduate prepared individuals to work in public and private human service agencies statewide.

A rolling "open admissions" policy will permit students to be admitted any semester of the academic year. In addition to its benefits for personal growth, enhanced family stability, and community development, students graduating with an FLS major will have access to employment in agencies, organizations, and businesses serving children, families and consumers. In summary, the broadly-organized FLS degree program will enable a variety of non-traditional students to complete their education and receive a degree.

Institutional Readiness

All administrative structures to support the proposed FLS degree currently exist. For over 75 years, the FCHD Department has existed in different forms at USU. The FCHD major has been offered via satellite and traditional face-to-face delivery at distance education sites for over 20 years, and selected FCHD courses have been offered online for 10 years. The Department is strongly committed to USU's land-grant mission of providing educational access statewide. Working together with USU's Regional Campuses and Distance Education (RCDE), the Department uses cutting-edge technology to deliver high-quality courses.

All courses for the proposed online degree, including four new courses approved through USU's Educational Policies Committee, will be taught by highly qualified faculty and supervised by the department head. Online offerings will not compromise the regular schedule of Logan Campus courses. Indeed, the online courses may increase the ability of Logan campus students to complete their degrees in a timely way because these students will have another option for instruction when scheduling conflicts arise.

A new faculty member has been hired in a new lecturer position as the FLS program coordinator to oversee the program, advise students seeking the online FLS degree, and coordinate with Distance Education as needed. Faculty who teach online courses with large enrollments will be provided with qualified teaching assistants.   The costs for faculty, teaching assistants, and operating expenses will be paid from funds generated by online course tuition.

Faculty

The proposed FLS degree will draw upon the expertise of 29 full-time faculty and three part-time faculty. These include 20 PhD faculty (tenured or tenure-track lines) and three PhD and six master's-level faculty (non-tenure track lines). These individuals possess requisite research and teaching expertise (see faculty vitae in Appendix C). With degrees from respected institutions around the nation, faculty teach all the courses that will be included in the new degree. New sections of online FLS degree courses will be taught by regular faculty or by part-time faculty on a contractual basis. The FCHD Department is fortunate to have four faculty with extension specialist roles in Utah State's Cooperative Extension Service. Because they are in constant touch with the needs in the state, these individuals help to inform the department's educational programs. The FLS program coordinator and the instructional designer working with faculty have developed resources on best practices in online education to help faculty as they design, deliver, and evaluate instruction.

Staff

The FCHD Department has eight staff members who serve students and faculty on the Logan campus and throughout the state. They are experienced, well-trained, and available to support the delivery of the proposed FLS online degree. Most of the work of recruiting and registering students for the proposed FLS degree will be done by the Regional Campus and Distance Education (RCDE) staff who are already highly skilled in conducting these tasks. Additional marketing and recruiting will be done by the FLS program coordinator in conjunction with the RCDE staff.

Library and Information Resources

Utah State's Merrill-Cazier Library holds most of the leading journals in the family relations, human development, and consumer sciences fields. The majority of these journals are available online, and students can create a campus user account that provides access. The library also has extensive holdings in related fields that can be sent to students at distance education sites. Policies and procedures allowing library access from a distance have been developed over many years of successful USU innovation in the regional campus system.   In addition, instructors of the online courses can put supplementary materials in password-protected course reserves, so that students can access what they need for a high quality educational experience. The proposed budget for the FLS degree includes funding for library support of this distance program.

Admission Requirements

Admission requirements will be governed by university policy and the Department's admissions standards. The FCHD Department will require that students have a 3.0 GPA to be admitted to the FLS major. In addition, once the new degree is approved, students must first be a pre-major in Pre-FLS (PFLS) and must complete at least 24 semester credits (including FCHD 1010, 1500, 2400, 2450) with a cumulative GPA of 3.0 and a 3.0 GPA in major coursework.

Completion of a criminal background check including fingerprinting will be required prior to the senior capstone project. This is to ensure that graduates of this program do not have a history of abuse to children or the elderly. Such safeguards help to minimize the possibility that someone would use this degree to gain access to children or the elderly for criminal purposes.

Student Advisement

Students will receive advisement from the FLS program coordinator/advisor. This individual has the support of the regular FCHD advisor who has many years of experience. Questions about an individual student's academic record with respect to courses being accepted for the FLS degree will be addressed by the FCHD faculty member who has handled articulation issues for many years. Students will be able to receive advising via email or over the phone.

Justification for Graduation Standards and Number of Credits

This degree will require 120 credits, and an overall GPA of 3.0.

External Review and Accreditation

Dr. Margaret Young, an Associate Professor at Washington State University and coordinator of the online bachelor's program in the Department of Human Development, was consulted. She provided helpful recommendations that were integrated in the development of the program. No accreditation is available for this program.

Projected Enrollment

These projected enrollments are only for those taking online courses who will be majors in the FLS degree.

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
1	173	20	8.7	N/A
2	233	20	11.7	N/A
3	267	20	13.4	N/A
4	300	20	15	N/A
5	333	20	16.7	N/A

Expansion of Existing Program

The proposed FLS major will utilize existing courses in the FCHD major, as well as four new courses that were developed and approved by USU's Educational Policies Committee. However, this integrated degree is proposed as a new separate major because its breadth requirements are not aligned with the more narrowly specialized instructional emphases within the existing FCHD major. As noted earlier, the proposed FLS major is unique in that it would integrate coursework across the Child Development, Family and Community Services, and Family Finance emphases.

Seven of the courses in these areas have been available online for the last three years. Online enrollments for the previous years have been as follows: 2004-2005 - 3,638 student credit hours (SCH); 2005-2006 - 3,160 SCH; 2006-2007– 2412 SCH; and 2007-2008 – 3852 SCH. The decline in average class size, seen in the student FTE table below, is not a reflection of student interest, but is due to a change in the Quantitative Intensive (QI) designation of FCHD 3350 "Family Finance", which became effective Fall of 2006. Student interest in this degree offering is high. When all the courses are developed for online delivery, and when the program is marketed as a USU degree, it is anticipated that enrollments will grow.

Previous enrollments in FCHD online courses (all students)

Year	Number of courses	Student FTE
04-05	7	242
05-06	7	211
06-07	10	185
07-08	15	258

This FLS degree will also depend on courses from other departments so that students can meet their general education and statistic requirements within the FLS major. The needed general education courses are already online for other programs coordinated by RCDE. The statistics course needed from the Psychology Department is developed.

Section III: Need

Program Need

Many citizens of the state face reduced employment opportunities because of limited access to higher education. The percentage of Utah's adult population with a college degree is 26 percent (27% in urban areas and 18% in rural areas of the state; http://www.ers.usda.gov/StateFacts/UT.HTM).

Consistent with USU's land-grant mission, the FLS degree program will help make a college education accessible to individuals who are place-bound with work and family responsibilities. In addition, with Utah's growing population and ethnic diversity, there is a need for college graduates to serve individuals and families across the lifespan, providing assistance with economic issues, development of children and youth, family communication, and elder care.

Labor Market Demand

Current graduates in FCHD find good employment opportunities in state agencies serving children, families, consumers, displaced homemakers, the elderly, and others. Some of these employers include the Utah Department of Human Services with current FCHD graduates hired in the Division of Child and Family Services, Division of Services for People with Disabilities, and Workforce Services. Graduates also work in non-profit community agencies dealing with family and consumer issues. Some of these agencies include Child and Family Support Centers, CAPSA (Women's Shelter in Logan), YWCA in Ogden, home-based and center-based child care facilities, and residential youth programs throughout the state. It is anticipated that graduates of the FLS degree program will find similar opportunities and that market demand for professionals in the human services fields will remain relatively stable.

Student Demand

Utah State's Regional Campus and Distance Education (RCDE) sites receive many requests for degree programs that are not currently available, or that are not available at the times or locations that meet students' needs. Students are increasingly seeking educational opportunities through alternative means to traditional campus-based education. National demand for online degrees has grown dramatically over the past few years.

Interest in this proposed degree program has been strong, with over 100 inquiries from students in Utah and the Intermountain West. The Department currently has a list of over 40 students who plan to enroll if the FLS degree is approved. Brigham Young University (BYU) has a similar program, but requires students to complete 30 credits in residence at BYU. The Department has been told that BYU plans to refer those students who do not meet their requirement for 30 credits in residency to Utah State's program, once it is in place. The FCHD Department anticipates a steady flow of referred students from the BYU Family Life program.

To date, inquiries about the program have come from chance encounters and from the USU Distance Education website which lists the proposed FLS degree as one that may be available in the future. If the degree is approved, the Department and RCDE will implement a marketing program in Utah and on the Internet.

Similar Programs

Other universities and colleges in the USHE offer courses and degrees in human development, family relations, and consumer sciences. Some courses are available online. However, no other state institution offers an entirely online degree in Family Life Studies or a related area.

Collaboration with and Impact on Other USHE Institutions

Although the FCHD Department articulates courses with other institutions in the USHE, no collaboration is planned in offering this proposed FLS degree. No impact on other institutions is expected inasmuch as the audience for this degree consists of students who are not able to pursue a degree in the traditional way. It is important to note that the target audience is students who are not now being served by the USHE.

Benefits

There will be several benefits to USU from this program. It will attract new students and enrollments. It will further enhance the stature and the land-grant mission of the University and the Emma Eccles Jones College of Education and Human Services. It will generate revenue for the University, for RCDE, and for the FCHD Department, which will be invested in the further enhancement of educational services. The state will benefit by having more well-educated bachelor's level graduates to fill positions in the family and human services fields statewide. Such infrastructure development is important for Utah's social and economic viability, especially in remote and rural areas of the state.

Consistency with Institutional Mission

The study of child development, family relations, and the economic well-being of families has been part of USU's core mission since its founding, when the Department of Domestic Arts provided instruction. The FCHD Department has been part of the USU mission for 77 years under different names and organizational structures. The proposed Family Life Studies online degree will provide a vehicle to help accomplish that role, consistent with USU's land-grant mission, by expanding access to higher education for individuals throughout the state, and by providing well-educated individuals to work in Utah's public and private human service agencies.

Section IV: Program and Student Assessment

Program Assessment

Goals

1. Assist students to become fluent in marriage, family, human development, and consumer science content and strategies that support family life studies.
2. Assist students to prepare as professionals in the field through developing empirically-informed and methodologically sound research, teaching, and intervention plans and strategies.
3. Assist students to use these plans and strategies in their own relationships and/or as professionals to improve well-being in individuals, families, and communities.

Program Assessment

To assess the extent to which the Department meets its goals for the Family Life Studies online degree, the FCHD Department will collect data on student satisfaction, student competencies, and job placement (see Formative and Summative Assessments below). Additionally, each online course will be evaluated by independent instructional designers, by each instructor, and by the FLS Program Coordinator. This assessment work will be accomplished through USU's FACT Center, utilizing eight national rubric standards (see Appendix D: Measures and Assessments) for effective online courses. The coordinator, designers, and instructors will work closely together to ensure that all courses meet and consistently maintain these standards.

Expected Standards of Performance

The same academic standards that presently exist for the Logan campus FCHD courses will be maintained in the online courses. Faculty will be expected to maintain the same high levels of personal engagement with students as is now achieved with face-to-face and broadcast instruction. The Department's pioneering work with online delivery suggests that traditional faculty/student may even be enhanced through new technology. Because online courses will have equivalent assignments, readings, assessments, and levels of rigor to other methods of delivery, students will be expected to perform at the same academic level as they would in Logan campus courses. Simply put, there will be one curriculum taught by one faculty to one student body – regardless of location or delivery method.

Student competencies parallel those for courses in the Logan campus program. These outcomes are based on standard core subject matter topics in the fields of family relations, human development, and consumer sciences. These competencies are shown below.

LEARNING OBJECTIVES AND COMPETENCIES
Students will demonstrate through individual and group processes:
- Disciplinary knowledge of the following content:
  - individuals, families, and their relationships to larger social institutions
  - the decisions individuals and families make about developing and allocating resources
  - social, economic, and governmental policies and their implications for individuals and families
  - the internal dynamics of the family, including family strengths and weaknesses

- o how to promote development and learning across the lifespan within the family context based on individual characteristics and needs and the multiple influences on development and learning
- o the development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts
- o how the interaction between parenting behaviors and child characteristics influence child outcomes
- o demographic changes and poverty issues in America
- o consumer issues and consumer interaction with business and government in the marketplace
- o the economics of the family, including debt and household wealth
- o consumer policy processes and the consumer policy relating to consumer credit issues and investment issues
- o how the life cycle affects household decisions, and the influence of individual and family needs on household decisions and options
- o the importance of financial values and goals and providing financial security through life including common consumer credit problems and planning for retirement

- ■ Professional Practice
    - o Demonstration of ethical and professional practice within the family setting
    - o Application of how to support and empower individuals and families and communities through respectful, reciprocal relationships
    - o An understanding of the needs of individuals and families of various ethnic and socioeconomic backgrounds as demonstrated by plans for providing professional services that account for these factors
    - o Demonstrated ability to use interpersonal skills, conflict resolution skills, and ethical decision-making skills for personal and professional relationships
    - o Application of knowledge to the policy making process as it relates to individuals and families in order to engage in professional advocacy for individuals and families
    - o Students will develop and implement, a family life education programs in a community setting
    - o Demonstrate critical thinking in papers and assignments
    - o Demonstrate effective written communication and correct use of APA style
    - o Develop a career plan, a resume, and a network of career contacts

- ■ Research Methods and Inquiry
    - o Ability to critique a research report demonstrating an understanding of basic research principles and methods needed in order to be an informed consumer of research
    - o Application of empirically-informed teaching methods and delivery in designing and delivering a community-based family life education program

Formative and Summative Assessments

Student Satisfaction. Student satisfaction will be assessed with a student survey administered to students at the completion of the pre-major courses (FCHD 1010, 1500, 2400, and 2450) and again to majors as students near graduation in their senior capstone course (FCHD 4830). Additionally, satisfaction questions

will be part of a placement survey sent to students two years after graduation. The student satisfaction inventory will include items about advising, program delivery, coursework, and faculty (see Appendix D).

In each class, when students complete the standard student evaluations, instructors will include an additional assessment about how well the course has met the stated objectives in the course syllabus and how well the course has contributed to the student's preparation for future studies and their eventual career. These formative assessment surveys will be tabulated by the Department and given to the instructor. The instructor will submit an annual statement summarizing any changes that have been made in the course to better meet departmental and course objectives.

Student Competencies. As the capstone experience in the FLS degree, each student will complete a senior project. The senior project will serve as a way for students to integrate what they have learned in the classroom through research, teaching, and outreach. The quality and depth of understanding shown across the senior projects will provide another assessment of how well the program is preparing students.

At the completion of program requirements, students will take a national exam sponsored by the National Council on Family Relations. The pass rate for students in the FLS degree program will provide an indication of the learning outcomes achieved by students in the program.

Learning outcomes will be assessed by comparing these outcomes in selected sections of courses being taught both on-campus and online. Data will be used to inform best practices in both online and face-to-face instruction.

Job Placement and Career Preparation. Career preparation will be assessed two years after graduation through a questionnaire. The post graduation survey will assess career advising, quality of course delivery, and related questions of satisfaction. It will also include job placement data, how well graduates feel their degree in FCHD prepared them for their work, and any suggestions for strengthening the program from their post graduation perspective (see Appendix D).
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Section V: Finance

Budget

Financial Analysis Form for All R401 Documents						
		Year 1	Year 2	Year 3	Year 4	Year 5
Students						
Projected FTE Enrollment		173	233	267	300	333
Cost Per FTE (FTE = SCH's/15)		$1,215	$1,136	$1,121	$1,085	$1,058
Student/Faculty Ratio		8.7	11.7	13.4	15	16.7
Projected Headcount (majors)		50	75	125	200	300
Projected SCH's		2,600	3,500	4,000	4,500	5,000
Projected Tuition						
Gross Tuition		$533,000	$717,500	$820,000	$922,500	$1,025,000
Tuition to Program		$247,000	$332,000	$380,000	$427,500	$475,000

Financial Analysis Form for All R401 Documents					
		Year 1	Year 2	Year 3	Year 4	Year 5
5 Year Budget Projection					
		Year 1	Year 2	Year 3	Year 4	Year 5
Expense						
Salaries & Wages		$149,950	$190,052	$216,225	$234,341	$252,471
Benefits		$57,572	$71,189	$79,037	$86,905	$94,791
Total Personnel		$207,522	$261,241	$295,293	$321,246	$347,262
Current Expense						
Travel						
Capital						
Library Expense		$2,600	$3,500	$4,000	$4,500	$5,000
Total Expense		$210,122	$264,741	$299,293	$325,476	$352,262
Revenue						
Legislative Appropriation						
Grants						
Reallocation						
Tuition to Program		$247,000	$332,000	$380,000	$427,500	$475,000
Fees						
Total Revenue		$247,000	$332,000	$380,000	$427,500	$475,000
Difference						
Revenue-Expense		$36,878	$67,759	$80,707	$101,754	$122,738
Comments					

1. Projected FTE enrollment is based on SCH's / 15 = FTE and is projected based on enrollments in the courses currently offered. With marketing of a degree and all the courses available, it is projected that enrollments would increase. These are conservative projections.
2. Student Faculty Ratio is based on student FTE / 20 Faculty teaching online courses.
3. Projected SCH's include majors and all other students taking online courses. Calculations for expenses and revenue are based on SCH's.
4. Gross tuition is based on $205 per SCH for online courses per 08-09 school year.
5. Tuition to program is based on $95 per SCH that comes to FCHD from RCDE.
6. Cost per FTE is based on all SCH's, not just those student FTE's majoring in the FLS degree. SCH's /15 = FTE.

Funding Sources

The program will be self-supporting through the tuition. Tuition will be $200 per credit hour, and will be divided between the Department and the Regional Campus and Distance Education program. Out of the Department's share, faculty pay and benefits will be funded, as well as the graduate teaching assistants and the position of the program coordinator and advisor. Out of RCDE's share will be funded the costs of recruitment, registration, online course instructional design, software and hardware maintenance, and all other support services.

Office space and computers for faculty located on the USU Logan campus and USU Regional Campuses are already provided. Funds generated by the program will provide needed operating dollars to maintain and replace equipment as needed. An MOU outlining the responsibilities of RCDE and the FCHD Department has been signed and will be reviewed and updated annually.

Reallocation

There will be no internal budget reallocations.

Impact on Existing Budgets

No program costs will be absorbed within existing budgets. To the contrary, the program will generate new operating budget dollars for the FCHD Department after the program costs are taken from the tuition dollars generated.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Credit Hours
General Education	**30-33**
ENGL 1010 (CL 1) Intro to Writing: Academic Prose	3
ENGL 2010 (CL 2) Intermediate Writing: Research Writing in a Persuasive Mode	3
STAT 1040 (QL) Intro to Statistics	3
*Computers & Information Literacy (CIL)	0-3
**Breadth Requirements (2 of six Breadth courses must have USU prefix)	18
***Exploration Requirement (QL, BAI, BCA, BHU, BLS, BPS, or BSS)	3
Depth Education	
****Communication Intensive (CI) (2 courses)	6
*****Quantitative Intensive (QI) (1 course)	3
Depth Course Requirements: Depth Humanities and Creative Arts (DHA)	2-3
Depth Life and Physical Sciences (DSC)	3
Core Courses	**63**
Pre-Major	**12**
FCHD 1010 (BSS) Balancing Work and Family	3
FCHD 1500 (BSS) Human Development Across the Lifespan	3
FCHD 2400 (BSS) Marriage and Family Relationships	3
FCHD 2450 (BSS) The Consumer and the Market	3
Core	**24**
FCHD 3100 Abuse and Neglect in Family Context	3
FCHD 3130 (QI) Research Methods	3
FCHD 3210 (CI) Families and Cultural Diversity	3
FCHD 3350 Family Finance	3
FCHD 4220 Family Crises & Interventions	3
FCHD 4820 Current Issues in Family Life Studies	3
FCHD 4830 Senior Project	3
PSY 2800 (QI) Psychological Statistics	3
Composite Courses	**27**
Consumer Sciences (Choose 3 Courses)	*9*
FCHD 2100 Family Resource Management	3
FCHD 3280 Economic Issues for Individuals & Families	3
FCHD 3340 Housing: Societal & Environmental Issues	3
FCHD 3450 Consumer Credit Problems	3
Family Relations (Choose 3 Courses)	*9*
FCHD 2610 Child Guidance	3
FCHD 3110 Human Sexuality	3
FCHD 4230 Families & Social Policy	3

Course Prefix & Number	Credit Hours
FCHD 4240 Social & Family Gerontology	3
Human Development *(Choose 3 Courses)*	*9*
FCHD 3510 Infancy and Early Childhood	3
FCHD 3520 Children in the Middle Years	3
FCHD 3530 Adolescence	3
FCHD 3540 Adult Development & Aging	3
Elective Courses	**18**
Total Credits	120

*CIL requirement can be met with OSS 1400 Microcomputer Applications or USU 1000 Intro to CIL or passing grade on six computer and information literacy related examinations.
** BSS requirement met with major course
*** Exploration Requirement met with major course
**** 3 credits (CI) met with major course
***** QI requirement met with major course

New Courses to be Added in the Next Five Years

Two new courses will be added in the next five years. Two, FCHD 1010 and FCHD 2100, were added during this past year. The other two courses, FCHD 4820 and FCHD 4830, will be added by Spring 2009.

FCHD 4820 – Current Issues in Family Life Studies (new course) 3 Credit Hours
Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course) 3 Credit Hours
Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Course Descriptions

Course titles and descriptions for the FLS degree as listed in the USU catalog.

FCHD 1010 – Introduction to Family Life Studies
Students will become acquainted with the various disciplines within Family Life Studies and how they are integrated. They will also acquire an overview of the knowledge base of professionals who are in marriage, family, child development, and consumer studies careers. Practical skills and leadership development are also emphasized.

FCHD 1500 -- Human Development Across the Lifespan

Overview of human development across the lifespan, from conception to death.

FCHD 2100 – Family Resource Management
Understanding the significance of values, goals, planning, and decision making strategies in the development, management, and allocation of human, economic, and environmental resources.

FCHD 2400 – Marriage and Family Relationships
Overview of couple and family relationships, including marriage, child bearing and rearing, intergenerational relationships, and alternative family forms.

FCHD 2450 – The Consumer and the Market
Explores how the marketplace operates, including factors influencing consumer purchases, current consumer problems, and assistance provided to consumers by federal and state agencies, businesses, and other organizations.

FCHD 2610 – Child Guidance
Review of parenting styles and child guidance philosophies with emphasis on principles and techniques.

FCHD 3100 – Abuse and Neglect in Family Context
Causes, treatment, and laws regarding family violence, including child abuse and neglect, partner abuse, and elder abuse.

FCHD 3110 – Human Sexuality
Development and expression of human sexual values, attitudes, and behaviors in family and cultural contexts.

 FCHD 3130 – Research Methods
Common methodologies used in current family and human development research. Emphasis on becoming a knowledgeable and informed consumer of research.

FCHD 3210 – Families and Cultural Diversity
Similarities and differences in family patterns and functions in terms of race and ethnicity, gender, social class, and international development.

FCHD 3280 – Economic Issues for Individuals and Families
Focuses on issues related to economic well-being of individuals and families, with special emphasis on income and wealth, poverty, consumption and saving, work and leisure, human capital investment, and aging.

FCHD 3340 – Housing: Societal and Environmental Issues
Studies housing in the contemporary U.S., including affordability, access, expectations, aesthetic considerations, and effects of public and private policies on housing choices.

FCHD 3350 – Family Finance
Achieving personal and family financial goals, including financial planning and record keeping, different types of insurance, taxes, use of credit, investments, retirement, and estate planning.

FCHD 3450 – Consumer Credit Problems
Consumer credit problems, debt reduction strategies, credit collection policies and practices, bankruptcy, and government assistance programs.

FCHD 3510 – Infancy and Early Childhood
Development and growth of the child from conception to five years. Physical, social, and emotional growth; and parenting skills.

FCHD 3520 – Children in the Middle Years
Growth and development of normal children. Guidance principles related to behavior of children at these age levels.

FCHD 3530 – Adolescence
Social, psychological, and physical aspects of adolescence in modern societies. Social and cultural expectations and influences on adolescents stemming from the family, peers, school, and the community.

FCHD 3540 – Adult Development and Aging
Interdisciplinary perspective on developmental issues in adulthood and old age. Biosocial, cognitive, and psychosocial changes in older adults in family, community, cultural, and socio-political contexts.

FCHD 4220 – Family Crises and Interventions
Normative and non-normative stressors provoking individual and family crises. Principles and techniques for family interventions.

FCHD 4230 – Families and Social Policy
Local, state, and federal policies with implications for individuals and families across the lifespan.

FCHD 4240 – Social and Family Gerontology
Social, cultural, and family contexts of aging. Intergenerational family relations in later life. Social policies and services affecting older adults and their families.

FCHD 4820– Current Issues in Family Life Studies (new course)
Current issues affecting individuals, families and consumers, and issues for ethical practice in addressing these issues and serving these audiences as a family life professional.

FCHD 4830 – Family Life Studies Senior Project (new course)
Project in area of student's choice selected and prepared in consultation with an advisor drawn from the FCHD faculty.

Appendix B: Program Schedule

Family Life Studies
4-Year Plan* (120 Credits)

Fall Semester Year 1		
Department	Course No.	Credits
FCHD	1010	3
**FCHD	1500 (BSS)	3
ENGL	1010 (CL)	3
***MATH	1010	4
OSS 1400 or USU 1000 or Pass 6 CIL exams		
**Breadth Requirement		3
	TOTAL	16

Spring Semester Year 1		
Department	Course No.	Credits
FCHD	2400	3
FCHD	2450	3
FCHD	CS, FR, or HD	3
STAT	1040 (QL)	3
**Breadth Requirement		3
	TOTAL	15

Fall Semester Year 2		
Department	Course No.	Credits
FCHD	CS, FR, or HD	3
FCHD	3350	3
PSY	2800 (QI)	3
**Breadth Requirement		3
Electives		3
	TOTAL	15

Spring Semester Year 2		
Department	Course No.	Credits
FCHD	CS, FR, or HD	3
FCHD	3100	3
ENGL	2010 (CL)	3
**Breadth Requirement		3
**Breadth Requirement		3
	TOTAL	15

Fall Semester Year 3		
Department	Course No.	Credits
FCHD	4220	3
FCHD	3130 (QI)	3
FCHD	3210 (CI)	3
FCHD	CS, FR, or HD	3
Electives		3
	TOTAL	15

Spring Semester Year 3		
Department	Course No.	Credits
FCHD	CS, FR, or HD	3
FCHD	CS, FR, or HD	3
Communicative Intensive (CI)		3
Depth Science (DSC)		3
Electives		3
	TOTAL	15

Fall Semester Year 4		
Department	Course No.	Credits
FCHD	4820	3
FCHD	CS, FR, or HD	3
FCHD	CS, FR, or HD	3
Depth Humanities & Arts (DHA)		3
Electives		2
	TOTAL	14

Spring Semester Year 4		
Department	Course No.	Credits
FCHD	4830	3
FCHD	CS, FR, or HD	3
Electives		9
	TOTAL	15

CS = Consumer Sciences   FR = Family Relations   HD = Human Development

Courses can be taken in any order as long as prerequisites have been met.

**At least 2 of the six Breadth Requirements must have a USU prefix.*

FCHD 2400 or 2450 may also be counted toward the Breadth Exploration requirement.

***Math 1010 is not taught online, it is taught via correspondence using a CD Rom.

<p style="text-align:center">Appendix C: Faculty</p>

Scot M. Allgood, Ph.D., Associate Professor, MFT Program Director

EDUCATION:

Brigham Young University	1985-1988	Ph.D. Marriage and Family Therapy
Montana State University	1983-1985	M.S. Marriage and Family Therapy
Weber State College	1980-1983	B.S. Family Relations

PROFESSIONAL EXPERIENCE:

2005-present	Director, MFT Program, Department of Family and Human Development, Utah State University, Logan, Utah.
1992-present	Associate Professor, Department of Family and Human Development, Utah State University, Logan, Utah.
2002-present	Bear River Mental Health, Supervisor, Logan, Utah.
1993-1999	Partner and Therapist, Evergreen Family Therapy, Logan, Utah.
1988-1992	Assistant Professor, Department of Family and Child Development, Auburn University, Auburn, Alabama.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist – Utah
AAMFT Clinical Member
AAMFT Approved Supervisor

PROFESSIONAL AFFILIATIONS:

American Association for Marital and Family Therapy Clinical Member 1988-present
Approved Supervisor 1989-present
Alabama Association for Marital and Family Therapy Member 1988-1992
Utah Association for Marital and Family Therapy Member 1985-1988, 1992-present
National Council on Family Relations Professional Member 1986- present; Student Member 1982-1986
Alabama Council on Family Relations Member 1988- 1992
Utah Council on Family Relations Member 1982-1988, 1992-present

Troy E. Beckert, Ph.D., Assistant Professor

EDUCATION:

Ph.D. Educational Psychology   May 1998 Arizona State University
      Area of concentration: Life Span Development
      Dissertation Title: Fathers and Early Adolescents: The Parent Success Indicator
M.A. Educational Psychology   May 1995 Arizona State University
      Area of Concentration: Life Span Development

Thesis Title: Determining the Success of Grandparent Education.
B.A. Psychology May 1989 Arizona State University
Minor in Italian

PROFESSIONAL EXPERIENCE:

2003 - present   Assistant Professor, Utah State University
1998 - 2003   Adjunct Professor, Northern Arizona University

Lisa Boyce, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D	Family and Human Development, Utah State University, May 1999
M.Ed.	Psychological Services, Idaho State University, August 1992
B.S.	Psychology, Idaho State University, May 1991
A.A.S.	Pre-Technical Biology, Ricks College, April 1989

PROFESSIONAL EXPERIENCE:

9/07 to present	Research Assistant Professor, Family, Consumer, and Human Development
9/05 to present	Research Scientist Emma Eccles Jones Early Childhood Center, Utah State University
5/04 to present	Research Scientist, Early Intervention Research Institute, Utah State University
5/99 to 5/04	Senior Research Associate, Early Intervention Research Institute, Utah State University
1/04 to present	Research Assistant Professor, Family, Consumer, and Human Development Department, Utah State University
9/99 to present	Rural Parent Support Consultant, State of Idaho, Developmental Disabilities Program, Child Development Center
10/00 to present	Head Start Outcomes Specialist for Utah.
5/99 to 1/04	Instructor, Department of Family and Human Development, Utah State University
1/97 to 5/99	Research Assistant, Early Intervention Research Institute, Utah State University
7/96 to 5/99	Coding Supervisor, Dept. of Family and Human Development, Utah State University
3/96 to 12/96	Research Assistant, Planning for Care Project, Utah State University
9/95 to 3/96	Teaching Assistant for Human Development, Utah State University
1/92 to 7/95	Clinician/Psychologist, State of Idaho, Developmental Disabilities Program, Child Development Center.

PROFESSIONAL AFFILIATIONS:

Society for Research in Child Development
International Society of Infant Studies

<u>Carrie Dabb, M.S., Distance Education Specialist</u>

EDUCATION:

B.S.   1992 Family and Human Development, Utah State University
M.S.   1997 Family and Human Development, Utah State University

PROFESSIONAL EXPERIENCE:
1997 to present – Online course instructor and Instructional Designer, USU FACT Center
      Certified Blackboard Vista Administrator

<u>Lucy Delgadillo, Ph.D., Associate Professor</u>

EDUCATION:

2000	Ph.D. Family Life: Human Environments. Utah State University, Dissertation: *A model of factors correlated to homeownership: The case of Utah*.
1996	M.S. Political Sciences. Utah State University, Thesis: *The 1994 presidential campaign in Costa Rica: An emotional approach*.
1994	B.S. Communications: Journalism. University of Costa Rica
1991	B.A. General Broadcasting and Sociology. Murray State University, Kentucky

PROFESSIONAL EXPERIENCE:

July 2008 to present	Associate Professor, Family, Consumer and Human Development, Utah State University
January 2000-present	Assistant Professor, Family, Consumer and Human Development, Utah State University
July 97-Dec 99	Research/Teaching Assistant- Human Environments Department, Utah State University
Summer 1997	Statistics and Analysis Consultant for Dr. Doris William, University of Moscow, Idaho.
Winter 1996	Research Associate, Competitive Enterprise Institute, Washington, D.C.
Sept 1993- June 1995	Research./Teaching Assistant- Political Science Department, Utah State University
Jan 1992- Aug 1993	Journalist -Newspaper - La Nación, San José, Costa Rica

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interest, 2001-present
American Association of Housing Educators 1996- present
Phi Kappa Phi (National Honor Society), 1995-present
Member of Kappa Tau Alpha (National Journalism Honor Society), 1991-present

Susan L. Ericksen, M.S., Lecturer, Practicum Coordinator

EDUCATION:

M.S.	Family & Human Development, Utah State University, 1995
B.S.	Family & Human Development, Utah State University, 1991
A.D.	Nursing, Weber State College, 1983

PROFESSIONAL EXPERIENCE:

July, 1995-present	Lecturer/Practicum Coordinator, Department of Family, Consumer, & Human Development, Utah State University,
July 1995-June, 2003	Undergraduate Advisor, Department of Family, Consumer, and Human Development, Utah State University
January, 1994-July, 1995	Practicum Coordinator, Department of Family, Consumer, and Human Development, Utah State University
July, 1998-January, 2000	Marriage & Family Therapist, LDS Family Services
October, 1997-July, 1998	Marriage & Family Therapist, Associated Psychotherapists, Brigham City, UT, Licensed Marriage & Family Therapist,
Nov, 1983-July, 1993	Registered Nurse, Labor & Delivery, Logan Regional Hospital, Logan, UT

PROFESSIONAL LICENSE:

Marriage & Family Therapy Licensure, #97-212052-3902, State of Utah
Registered Nurse Licensure, #83-212052-3102, State of Utah

PROFESSIONAL AFFILIATIONS:

2003-present	Teaching Family Science Association
1991-present	National Council on Family Relations,
1991-present	Utah Council on Family Relations
1996-present	Association of Mormon Counselors & Psychotherapists (AMCAP)
1993-2001	American Association of Marriage & Family Therapy
1996-2001	National Association of Academic Advisors (NACADA)

Elizabeth Fauth, Ph.D., Research Assistant Professor

EDUCATION:

Ph.D	2005	Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
M.S	2002	Human Development and Family Studies, Pennsylvania State University; Minor in Gerontology
B.S.	2000	Psychology, Syracuse University

PROFESSIONAL EXPERIENCE:

2007- Present   Research Assistant Professor, Department of Family, Consumer, and Human
                Development, Utah State University
2006-2007   Adjunct Instructor, Department of Family, Consumer, and Human Development, Utah
                State University.
2006   Consultant and Co-PI for the District of Columbia Caregiver Institute, DCCI
2006   Consultant Researcher for Montgomery County Caregiver Program
2005-2006   Research Associate, Department of Human Development and Family Studies, Penn State
                University.
PROFESSIONAL AFFILIATIONS:

Gerontological Society of America Member (2000-Present)
American Psychological Association Member (2002-Present)
Member of APA Division 20: Adult Development and Aging

V. William Harris, Ph.D., Lecturer/Coordinator

EDUCATION:

Ph.D.   2006 College of Education and Human Services – Family,
                            Consumer, and Human Development: Utah State University.
M.S.   1999 Family and Human Development: Utah State University.
Graduate Coursework   1992-1993 Education and Counseling: University of Phoenix.
Graduate Coursework   1991-1992 Middle East Studies: University of Utah.
B.S. Magna Cum Laude 1988 Psychology: Brigham Young University

PROFESSIONAL EXPERIENCE:

2006-Present   Program Advisor/Recruitment Coordinator/Lecturer at USU: Online *Family Life
                            Studies* Bachelor's Program.
2005-Present   Research, Marketing, and Survey Development: ThinkTroop; Consultant: Alpine
                            Testing Solutions.
1986-2005   Instructor: Public Education

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations
Utah Council on Family Relations
Family Science Association

Melanie D. Jewkes, M.S., Extension Assistant Professor

EDUCATION:
M.S.   2006 – 2008 Utah State University. Major: Family, Consumer, Human
                            Development, emphasis in Consumer Sciences

Thesis Title: *An Assessment of Housing Affordability in Cache County, Utah*
B.S., Magna Cum Laude 2003 – 2006 Utah State University. Major: Family, Consumer, Human Development, emphasis in Family Finance

PROFESSIONAL EXPERIENCE:

2008 – present	Assistant Professor, Family and Consumer Sciences and 4-H, Utah State University Extension Duchesne County, Duchesne, Utah
2006 – 2007	Housing and Financial Counselor & Clients on Hold Coordinator, Family Life Center, Utah State University, Logan, Utah.
2006 – 2007	Graduate Teaching Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2006	Bankruptcy Research Assistant, Department of Family, Consumer, Human Development, Utah State University, Logan, Utah.
2005 – 2007	Family Finance Graduate Student & Food Preservation Intern, Utah State University Extension Cache County, Logan, Utah

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education
Epsilon Sigma Phi
Illinois Consumer Education Association
National Association of Extension 4-H Agents
National Extension Association of Family and Consumer Sciences

Alena Johnson, M.S., Lecturer

EDUCATION:

MS	Utah State University, Consumer Science	August 2001
BS	Utah State University, Family Finance	May 1999
AA	Brigham Young University, General Education	August 1989

PROFESSIONAL EXPERIENCE:

Fall 1999 to Present	Utah State University, Instructor
June 1998 - May 2000	Family Life Center, Assistant Director
June 1998- September 1998	Neighborhood Nonprofit Housing Corporation

PROFESSIONAL LICENSE:

Accredited Financial Counselor, Association of Financial Counseling and Planning Education, August 1999
Certified Solution Focused Financial Coaching trainer.

PROFESSIONAL AFFILIATIONS:

Association for Financial Counseling and Planning Education

David Law, Ph.D., Extension Associate Professor, Uintah Basin Campus

EDUCATION:

Ph.D.   Brigham Young University

PROFESSIONAL EXPERIENCE:

July 2007 to present –	Associate Professor, Family, Consumer, and Human Development, Uintah Basin Campus
2001 to 2007 -	Assistant Professor , Family, Consumer, and Human Development, Uintah Basin Campus
	Five years as Visiting Professor and Adjunct Professor – Brigham Young University
	15 years practicing Marriage and Family Therapist in a variety of settings.

PROFESSIONAL LICENSE:

Licensed Marriage and Family Therapist

PROFESSIONAL AFFILIATIONS:

Clinical Member – The American Association For Marriage And Family Therapy.
Member – National Council on Family Relations

Thomas R. Lee, Ph.D., Professor, Department Head

EDUCATION:

Ph.D.	1982	Family & Child Development, Virginia Polytechnic Institute & State University, Blacksburg, VA. Dissertation: *Sibling Relationships in Adulthood.*
M.S.	1979	Family & Human Development, Utah State University, Logan, UT.
B.A.	1977	Sociology, University of Utah, Salt Lake City, UT.

PROFESSIONAL EXPERIENCE:

2004- Present	Department Head, Department of Family, Consumer, and Human Development, Utah State University.
2002 - 2004	Interim Department Head, Department of Family, Consumer, and Human Development, Utah State University.
1998-1999	Interim Associate Dean for Extension, College of Family Life, Utah State University.
1995-present	Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1989-1995	Associate Professor and Extension Specialist, Department of Family and Human Development, Utah State University.
1982-88	Assistant Professor and Extension Specialist, Department of Family and Human

Development, Utah State University.

PROFESSIONAL AFFILIATIONS:

National Council on Family Relations, 1978-present
Utah Council on Family Relations, 1978-79, 1982-present
North American Society for Adlerian Psychology, 1991-1994
National Association of Extension 4-H Workers, 1988-1990
Western Gerontological Society, 1984-85

Yoon Lee, Ph.D., Associate Professor

EDUCATION:

Ph.D.   Consumer and Family Economics, University of Missouri-Columbia, 1995.
M.S.   Family Ecology, University of Utah, 1990.
B.S.   Household Management, Kookmin University, Seoul, Korea, 1983.

PROFESSIONAL EXPERIENCE:

Associate Professor, Department of Family, Consumer, and Human Development, Utah State University, April 2006 – current.
Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University, August 2000 – April 2006.
Research Fellow, Korean Family Life Improvement Center, July 1997 – December 1999.
Instructor, Kookmin University, Department of Home Economics Education, August 1996 –December 1999.

PROFESSIONAL AFFILIATIONS:

American Council on Consumer Interests, 1993 – present
Asian Consumer and Family Economics Association, 1997 - present
Western Family Economics Association, 2000 - present
Association for Financial Counseling and Planning Education, 2000, 2005
Gerontological Society of America, 2005

Shana Rene Morris, M.S., Part-Time Instructor

EDUCATION:

Bachelor of Science   1987   University of North Carolina at Greensboro Major: Home Economics Education (Cum Laude)
Master of Science   1990   Utah State University. Major: Home Economics and Consumer Education

PROFESSIONAL EXPERIENCE:

1992-1996	Utah State University – Adjunct Faculty
1991-1992	Utah State University – Research Associate Center for Persons with Disabilities

PROFESSIONAL AFFILIATIONS:

Member, Phi Upsilon Omicron National Home Economics Honor Society, 1998-89 Member, Golden Chain Honor Society, 1986-87

Kaelin M. Olsen, M.S., Lecturer

EDUCATION:

B.S.	1996	Family and Human Development Utah State University
M.S.	2004	Family, Consumer, and Human Development Utah State University

PROFESSIONAL EXPERIENCE:

2004-present	Lecturer, Department of Family, Consumer, and Human Development, Utah State University
2002-2003	Coordinator, Bridgerland Child Care Resource and Referral
1997-2001	Interviewer/Assessor, Bear River Early Head Start Local Research Partnership, Utah State University
2000	Research Assistant, Pedres Como Maestros, Paraguay

PROFESSIONAL AFFILIATIONS:

National Association of the Education for Young Children

D. Kim Openshaw, Ph.D., Associate Professor

EDUCATION:

Ph.D.	Brigham Young University, Provo, Utah, August 1978. Fields: Family Studies, Human Development and Sociology. Dissertation: The Development of Self-Esteem in the Child: Model Theory versus Parent-Child Interaction
MSW	University of Utah, Salt Lake City, Utah, June 1976. Graduate Course Work: Clinical Social Work–Mental Health, and Marriage and Family Therapy.
BA	Psychology, University of Utah, Salt Lake City, Utah, June 1973. Major: Psychology; Minor: German

PROFESSIONAL EXPERIENCE:

1990 - present	Associate Professor of Family, Consumer, and Human Development, and Marriage and Family Therapy: Department of Family, Consumer, and Human

	Development, Utah State University
1990 - present	Adjunct Associate Professor of Clinical Psychology: Department of Psychology, Utah State University
1990 - present	Adjunct Associate Professor of Women's Studies: Department of Women's Studies, Utah State University
1986-1990	Associate Professor of Family and Human Development and Associate Director of the Laboratory for Research on Adolescence: Department of Family and Human Development, Utah State University
1986-1990	Associate Professor: Developmental Psychology, Utah State University
1985-1986	Associate Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University
1985-1986	Marriage and Family Therapist: Utah State University Counseling Center
1985-1986	Associate Professor: Developmental Psychology Program, Utah State University
1982-1985	Assistant Professor of Family and Human Development and Director of Marriage and Family Therapy: Department of Family and Human Development, Utah State University
1982-1985	Marriage and Family Therapist: Utah State University Counseling Center
1982-1985	Assistant Professor: Developmental Psychology Program, Utah State University
1981-1982	Assistant Professor of Family and Human Development: Department of Family and Human Development, Utah State University
1979-1981	Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout
1979-1981	Child Development and Family Life Specialist: University of Wisconsin-Stout
1978-79	Assistant Professor of Family Relations: Human Development, Family Living and Community Educational Services Department, University of Wisconsin-Stout

PROFESSIONAL LICENSE:

Licensed Clinical Social Worker and Certified Social Worker
State of Utah; Licensed Marriage and Family Therapist and Approved Supervisor, State of Utah
AAMFT Clinical Member
AAMFT Approved Supervisor
Certified Clinical Hypnotherapist & Consultant in Clinical Hypnotherapy
Full Staff Member, Division of Psychiatry, Logan Regional Hospital
Affiliate Sex Offender Therapist for the State of Utah

PROFESSIONAL AFFILIATIONS:

Chair and creator, Cache Sexual Issues Coalition, Logan, Utah, January, 2000 to present
Phi Kappa Phi, Utah State University, 1995
The American Society of Clinical Hypnosis
American Association for Marriage and Family Therapy, Clinical Member and Approved Supervisor
Utah Association for Marriage and Family Therapy
National Council on Family Relations
Utah Society of Clinical Hypnosis

Kathleen W. Piercy, Ph.D., Associate Professor

EDUCATION:

Ph.D.	1992-1996 Virginia Tech, Major: Family Studies; Graduate Certificate in Gerontology.
	Dissertation Title: *Family Ties and Care for Aged Parents at Home*
M.S.W.	1973-1974 Tulane University
A.B., Cum Laude	1969-1972 St. Louis University, Major: Psychology; Minor: Sociology

PROFESSIONAL EXPERIENCE:

2002-present	Associate Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1996-2002	Assistant Professor, Department of Family, Consumer, and Human Development, Utah State University, Logan, Utah
1993	Teaching Assistant, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1993	Research Assistant, Center for Gerontology, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia
1992-1993	Field Study Coordinator, Department of Family and Child Development, Virginia Tech, Blacksburg, Virginia

PROFESSIONAL AFFILIATIONS:

Association for Gerontology in Higher Education
Gerontological Society of America
Southern Gerontological Society
National Council on Family Relations
Utah Council on Family Relations
Kappa Omicron Nu National Honor Society

Cindy R. Stokes, Part-Time Instructor, Co-Director Housing and Financial Counseling Program

EDUCATION:

M.S.	*2009 Utah State University, Major: Consumer Science with an emphasis in Family Finance. Thesis topic: Reverse Mortgages. (* ABT: expected graduation)
B.S.	2003 Utah State University, Major: Family and Consumer Science, Minor: Family Finance. Graduated Summa Cum Laude
A.S.	1979 Weber State College, Major General Studies with an emphasis in Consumer Science. Graduated with High Honors.

PROFESSIONAL EXPERIENCE:

Fall, 2004 – current   Graduate Instructor, Family and Human Development, Utah State University

FCHD 5950-Financial Counseling Practicum   Spring/Summer/Fall sections
   2006-current
FCHD 2100-Family Resource Management   Spring/Fall sections
   2008-current
FCHD 2100-Family Resource Management (online)   Summer 2008-current
FCHD 3350-Fammily Finance   Summer sections 2005-
   current
FCHD 4460-Financial Counseling   Fall 2005
FCHD 3340-Housing: Societal and Environmental Issues   Fall 2004

Fall, 2007 – current   Co-director, Family Life Center – Housing and Financial Counseling Services, Utah State
                          University
Spring, 2003 – current   Housing, Financial, and Reverse Mortgage Counselor, Family Life Center –
                          Housing and Financial Counseling Services, Utah State University

PROFESSIONAL AFFILIATIONS:

2003 - current   Member, Association for Financial Counseling and Planning Education (AFCPE)

Susan Talley, Ph.D., Associate Professor

EDUCATION:

Ph.D. 2000   The University of Toledo, Major: Educational Psychology, Minor: Social Foundations of
                Education. Dissertation Title: *Attachment and prosocial behavior in pre-adolescents:
                Testing a Social Cognitive Learning Model.*
M.S. 1994   Utah State University, Family and Human Development, Thesis Title: *The effects of a CD-
                ROM storybook on Head Start Children's Emergent Literacy*
B.S. 1984   Brigham Young University, Recreation Administration

PROFESSIONAL EXPERIENCE:

Jan 2008 – Current   Associate Professor, Family, Consumer, and Human Development, Utah State
                        University, Snow College Campus
Fall 2007 – 2008   Assistant Professor, Family, Consumer, and Human Development, Utah State
                        University, Snow College Campus
Fall, 2000 - 2006:   Assistant Professor, Family and Human Development, Utah State University,
                        Uintah Basin Campus
Spring/Summer, 2000   Adjunct Faculty, Weber State University.
1998-1999   Head Teacher: Taught second and third grade students in the Hilltop Emergent

	Literacy Program in Toledo, Ohio.
Spring, 1998	Instructor: Child Development for teacher education students at the University of Toledo.
9/94-99	Hilltop Emergent Literacy Program Coordinator: Toledo, Ohio.
Spring, 1994	Lab Instructor, Utah State University, Logan, Utah.

PROFESSIONAL AFFILIATIONS:

1994-2004 Society for Research in Child Development

1996-2004 National Council on Family Relations

1995-1997; 2001-2004 American Educational Researchers Association

1986-1987 Chair, National Recreation and Parks Association, Religion and Recreation Committee

1985-1986 Vice-Chair, National Recreation and Parks Association, Religion and Recreation Committee

1983-1987 National Recreation and Parks Association

Appendix D: Measures and Assessments

Student Satisfaction

Student Satisfaction Survey
Upon Completion of Pre-Major Requirements

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:

	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						

To what extent do you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with						

respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent does your course work in your major improve the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in most of my classes						
I actively participate in most class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from most of my instructors when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in most courses						
My education from FCHD is important to me						

1. Please choose one reason why you chose to major in FCHD
   ❑ Personal interest
   ❑ Preparing for a higher degree program
   ❑ Easier major than others
   ❑ Career goals
   ❑ Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
   ❑ Yes (Go to Q.3)
   ❑ No (Go to Q.4)

4. What is your employment plan?
   ❑ To get a full-time job in FCHD major related fields
   ❑ To get a part-time job in FCHD major related fields
   ❑ To get a full-time job regardless of FCHD major
   ❑ To get a part-time job regardless of FCHD major
   ❑ To go to a graduate school with FCHD related major
   ❑ To go to a graduate school with a different major
   ❑ Other
   ❑ Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
   ❑ 2.0-2.4
   ❑ 2.5-2.9
   ❑ 3.0-3.4
   ❑ 3.5-4.0
   ❑ Don't know

6. Where do your parent(s) or your family live?
   - ❑ Utah
   - ❑ Idaho
   - ❑ Another state in the U.S.
   - ❑ Outside the U.S.

7. Please indicate your sex
   - ❑ Male
   - ❑ Female

8. Please indicate your racial/ethnic background
   - ❑ African-American
   - ❑ Asian
   - ❑ Non-Hispanic White
   - ❑ Hispanic
   - ❑ Native American/Islander
   - ❑ Other
   - ❑ Don't know
   - ❑ Refuse to answer

9. What is your age? _____

Student Satisfaction Survey
Upon Completion of the FCHD Senior Capstone Project

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varies from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Overall, are you satisfied with:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content is in most courses in your major in FCHD						
How interesting the teaching is in most courses in your major in FCHD						
How available courses are in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising is in your major in FCHD						
How easy it is to get in to see an academic advisor						
How helpful and accurate the career counseling is in your major in FCHD						
How challenging the work is intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						

Your preparation for graduate school (if applicable)						

Has your program of study provided you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						

To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Most FCHD instructors are good at explaining things						
Most FCHD instructors are good at motivating me to do my best work						
Most FCHD instructors normally give me helpful feedback on how I am doing.						
Most FCHD instructors give feedback promptly						
Most FCHD instructors work hard to make the subjects interesting.						
Most instructors' grading methods are fair in FCHD						
Most FCHD instructors treat students with respect						
FCHD instructors are available when I need them						
Course objectives are clear in most courses in FCHD						
Course objectives are met in most courses in FCHD						

To what extent are you satisfied with the following aspects of the FCHD teaching and learning environment:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						
Amount of work required in most courses						
Scholarships/financial aid						
Relevance of lab/practical classes						
Field work or work placements						
Group work for assignments						
Web CT components of courses						
Class size (number in class)						
Level of class interactions in most courses in FCHD						
Course content in most courses in FCHD						
Assistance from administrative staff						
Assistance from most faculty outside of						

class						
Library access to reading materials						
Opportunities to be involved with other students outside of class						
Being informed about things in the department						

In general, to what extent has your course work in your major improved the following skills:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						
To what extent do you agree or disagree with the following statements:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
I show respectful behavior toward instructor and other students in class						
I actively participate in class discussions						
I usually attend my classes						
I usually read the text or other readings prior to class						
I study extensively for exams and quizzes						
I complete all course assignments as explained in syllabus						
I ask for help from instructor when I need it						
I am motivated to learn course materials						
I care about what grade I will receive in the course						
My education from FCHD is important to me						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply

Would you recommend FCHD major to other people (e.g., a friend or relative)?						

1. Please choose one reason why you chose to major in FCHD
    ❑ Personal interest
    ❑ Preparing for a higher degree program
    ❑ Easier major than others
    ❑ Career goals
    ❑ Other

2. How many courses have you taken up to now in FCHD? _____

3. Do you have an employment plan after finishing your undergraduate program?
    ❑ Yes (Go to Q.3)
    ❑ No (Go to Q.4)

4. What is your employment plan?
    ❑ To get a full-time job in FCHD major related fields
    ❑ To get a part-time job in FCHD major related fields
    ❑ To get a full-time job regardless of FCHD major
    ❑ To get a part-time job regardless of FCHD major
    ❑ To go to a graduate school with FCHD related major
    ❑ To go to a graduate school with a different major
    ❑ Other
    ❑ Don't know

The following questions are about your personal information for classification

5. What is your overall grade point average?
    ❑ 2.0-2.4
    ❑ 2.5-2.9
    ❑ 3.0-3.4
    ❑ 3.5-4.0
    ❑ Don't know
    ❑ Refuse to answer

6. Where do your parent(s) or your family live?
    ❑ Utah
    ❑ Idaho
    ❑ Another state in the U.S.
    ❑ Outside the U.S.

7. Please indicate your sex
    ❑ Male
    ❑ Female

8. Please indicate your racial/ethnic background
    ❑ African-American
    ❑ Asian
    ❑ Non-Hispanic White
    ❑ Hispanic
    ❑ Native American/Islander
    ❑ Other
    ❑ Don't know
    ❑ Refuse to answer

9. What is your age? _____

Job Placement Survey

Student Satisfaction Survey
FCHD Post-Graduate

The Department of Family, Consumer, and Human Development is committed to excellence in teaching and research. Your feedback as students is important to help us in achieving our goals. Your responses will be completely anonymous, and will be carefully reviewed for input into our department. While we recognize that your experience varied from class to class, we are interested in your overall experience in you major in FCHD. Thank you for your help on this endeavor.

Looking back, are you satisfied with the following aspects of your FCHD education in general:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
How current the content was in most courses in your major in FCHD						
How interesting the teaching was in most courses in your major in FCHD						
How available courses were in your major in FCHD						
The variety of courses offered in your major in FCHD						
How helpful and accurate the academic advising was in your major in FCHD						
How easy it was to get in to see an academic advisor						
How helpful and accurate the career counseling was in your major in FCHD						
How challenging the work was intellectually in most courses in your major in FCHD						
The overall educational experience in your major in FCHD						
Your preparation for future career through FCHD						
Your preparation for graduate school (if applicable)						

Did your program of study provide you with the following benefits:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
The skills needed for a particular job						
An in-depth knowledge of a particular field of study						
An opportunity to improve yourself generally						
Finding a good job with good income						

Looking back, to what extent are you satisfied with the teaching and learning environment in the FCHD courses you took:						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
Intellectual stimulation of most courses						

Amount of work required in most courses					
Scholarships/financial aid					
Relevance of lab/practical classes					
Field work or work placements					
Group work for assignments					
Web CT components of courses					
Class size (number in class)					
Level of class interactions in most courses in FCHD					
Course content in most courses in FCHD					
Assistance from administrative staff					
Assistance from most faculty outside of class					
Library access to reading materials					
Opportunities to be involved with other students outside of class					
Being informed about things in the department					

In general, to what extent do you agree or disagree that your degree in FCHD has prepared you for the job market with the following skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Does not apply
Communication skills						
Writing skills						
Interpersonal relationship skills						
Self-reliance skills						
Decision-making skills						
Ability to execute plans						
Ability to work in groups on projects						
Leadership skills						
Analytical skills						
Research skills						
Integrating various types of information						
Making logical judgments						
Producing independent work						
Understanding my strengths and weaknesses						
Achieving personal goals						
Achieving career goals						
	Very Satisfied	Generally Satisfied	Generally dissatisfied	Very dissatisfied	Don't know	Does not apply
In overall, how would you rate your undergraduate experience in your major in FCHD?						
	Yes, without reservation	Yes, with reservation	No, probably not	Would never	Don't know	Does not apply
Would you recommend FCHD major to other people (e.g., a friend or relative)?						
	Fully Qualified	Well Qualified	Somewhat Qualified	Poorly Qualified	Don't know	Does not apply
Compared with other employees in your workplace, how well do you feel qualified?						

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1. Please choose one reason why you chose to major in FCHD
   - ❑ Personal interest
   - ❑ Preparing for a higher degree program
   - ❑ Easier major than others
   - ❑ Career goals
   - ❑ Other

2. What was your employment plan after finishing your undergraduate program?
   - ❑ To get a full-time job in FCHD major related fields
   - ❑ To get a part-time job in FCHD major related fields
   - ❑ To get a full-time job regardless of FCHD major
   - ❑ To get a part-time job regardless of FCHD major
   - ❑ To go to a graduate school with FCHD related major
   - ❑ To go to a graduate school with a different major
   - ❑ Other
   - ❑ Don't know

3. Are you working currently?
   - ❑ Yes (go to Q. 4)
   - ❑ No (go to Q. 6)

4. How long have you been working at the current job?
   - ❑ Less than six months
   - ❑ Six months to one year
   - ❑ One year to second year
   - ❑ More than 2 years

5. What is your employment status in your current job?
   - ❑ Full-time for 12 months
   - ❑ Full-time for 9 months
   - ❑ Part-time for 12 months
   - ❑ Part-time for 9 months
   - ❑ Temporary position
   - ❑ Other (e.g., own business)
   - ❑ Don't know

6. Is your job in a field related to your major in FCHD?
   - ❑ Yes
   - ❑ Somewhat
   - ❑ No

7. How many jobs have you had including the current job since you have graduated?
   - ❑ None
   - ❑ 1
   - ❑ 2 or 3
   - ❑ More than 4
   - ❑ Don't know

The following questions are about your personal information for classification

8. What was your overall grade point average?
   - ❑ 2.0-2.4
   - ❑ 2.5-2.9
   - ❑ 3.0-3.4
   - ❑ 3.5-4.0
   - ❑ Don't know

 ❑ Refuse to answer

9. Where did your parent(s) or your family live during your college days?
 ❑ Utah
 ❑ Idaho
 ❑ Another state in the U.S.
 ❑ Outside the U.S.

10. Where do you live now?
 ❑ Utah
 ❑ Outside Utah in Western U.S
 ❑ Midwestern U.S
 ❑ Northeastern U.S
 ❑ Southeastern U.S
 ❑ Outside the U.S

11. Please indicate your sex
 ❑ Male
 ❑ Female

12. Please indicate your racial/ethnic background
 ❑ African-American
 ❑ Asian
 ❑ Non-Hispanic White
 ❑ Hispanic
 ❑ Native American/Islander
 ❑ Others
 ❑ Don't know
 ❑ Refuse to answer

13. What is your age? _____

Formative Evaluation Example

Please answer the following questions for <u>UNIT TWO</u>, the finance portion of FCHD 1010.
Did you like the activities in class such as the bean game, the ball game, the group projects, etc. WHY?

How did you feel about the budgeting assignment?

How did you feel about the checkbook register assignment?

How did you feel about the Habitudes assignment?

What would you like to change about this unit of the class?

What would you definitely keep for this unit of the class?

Distance Education Online Course Evaluation

Online Course Evaluation Rubric

Rubric Standards with Assigned Point Values

		Standard	Points
Course Overview & Introduction	I.1	The course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.	3
	I.2	A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	3
	I.3	Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.	2
	I.4	All pages are visually and functionally consistent throughout the course.	2
	I.5	The self-introduction by the instructor is appropriate and available online.	2
	I.6	Students are requested to introduce themselves to the class.	1
	I.7	Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1
Learning Objectives	II.1	The course learning objectives describe outcomes that are measurable.	3
	II.2	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	II.3	The learning objectives are stated clearly and written from the students' perspective.	2
	II.4	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	2
	II.5	The learning objectives address content mastery, critical thinking skills, and core learning skills.	2
Assessment & Measurement	III.1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	III.2	The course grading policy is stated clearly.	3
	III.3	Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3
	III.4	The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2
	III.5	"Self-check" or practice types of assignments are provided for timely student feedback.	1
Resources and Materials	IV.1	The instructional materials support the stated learning objectives.	3
	IV.2	The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	3
	IV.3	The purpose of each course element is explained.	2
	IV.4	The instructional materials are logically sequenced and integrated.	1
	IV.5	All resources and materials used in the course are appropriately cited.	1
Learner Engagement	V.1	The learning activities promote the achievement of stated learning objectives.	3
	V.2	Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3
	V.3	Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.).	3
	V.4	The requirements for course interaction are clearly articulated.	2

	V.5	The course designe prompts the instructor to be active and engaged in providing student feedback in a timely manner.	2
	V.6	The course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.	1
Course Technology	VI.1	The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3
	VI.2	The tools and media enhance student interactivity and guide the student to become a more active learner.	2
	VI.3	Technologies required for this course are either provided or easily downloadable.	2
	VI.4	The course components are compatible with existing standards of delivery modes.	1
	VI.5	Instructions on how to access resources at a distance are sufficient and easy to understand.	1
	VI.6	The course design takes full advantage of available tools and media.	1
Learner Support	VII.1	The course instructions articulate or link to a clear description of the technical support offered.	2
	VII.2	Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2
	VII.3	Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	1
	VII.4	Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.	1
Accessibility	VIII.1	The course acknowledges the importance of ADA requirements.	3
	VIII.2	Course pages and course materials provide equivalent alternatives to auditory and visual content.	1
	VIII.3	Course pages have links that are self-describing and meaningful.	1
	VIII.4	The course demonstrates sensitivity to readability issues.	1

To meet review expectations a course must: Answer 'Yes' to all 3-point standards; I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1 AND earn 70 or more points.

Utah State University Online Course Evaluation

UNIVERSITY
ONLINE COURSE EVALUATION

Student evaluations are important in assessing the effectiveness of online courses. Please respond h and candidly. Mark "Not Applicable" for any statement that does not apply to this course. Your n will be kept **anonymous** and the instructor will not be given any evaluation information until after grades are posted.

EXCELLENT VERY GOOD FAIR POOR VERY
GOOD   POOR

I. General Evaluation
1.   The overall quality of this course was:
2.   The instructor's effectiveness in teaching the subject matter was:

II. Evaluation of Course Instructions, Content, and Grading
1.   Clarity of course objectives.
2.   Clarity of instructions about what I needed to do for the course.

3.   Organization of course content.
4.   Relevance of assignments to course content.
5.   Relevance of quizzes and exams to course content.
6.   Fairness of grading procedures.
7.   Usefulness of online materials (e.g., readings, audio, video, simulations)
8.   Usefulness of the textbook/readings.
9.   Instructor's responses to my questions.
10.   Extent to which the workload for this course was reasonable.

III. Evaluation of Technology Used in the Course
1.   Ability to access the online readings required for this course.
2.   Ability to access audio, video, and/or graphics required for this course.
3.   Usefulness of online discussion groups available for this course.
4.   Instructions provided about how to use the technology required for this course.
5.   Helpfulness of the Continuing Education Staff in answering questions and solving problems.
6.   The method used to submit assignments for this course.
7.   The method used to take quizzes and exams for this course.
8.   Organization of the course homepage.
9.   Overall effectiveness of the use of technology to teach the material -in this-course.

IV. Information. About You and Your Computer

1.   My Internet Connection is best described as: C) Cable   DSL   LAN   Dial-Up Modem   Don't know
2.   How easy was the library database access: Easy   Difficult   Never Worked   NA
3.   The number of online courses I have taken before this one is: None One   Two   3 - 5   More
4.   My age is: 18-20   21 -25 26-35 36-45 46 or older
5.   During a typical week I spent _____ hrs. on this course. 1 - 2 hrs 3 - 4 hrs 5 - 9 hrs 10 -15 hrs More.
6.   I took this course online because: (Mark all that apply)
       _____It will allow me to graduate on time.
       _____ I prefer online courses because I have a learning style that works better with online learning than traditional courses
       _____Online courses fit my schedule.
       _____This course is only offered in an online format.
       _____It is inconvenient for me to go to a location where face-to-face courses are taught.

V. Open Ended Questions
1.   What aspects of the **teaching and content** of this course do you feel were especially good?

2.   What changes could be made to improve the **teaching and content** of this course?

3.   What aspects of the **use of technology** in this course did you feel were especially good?

4.   What changes could be made to improve the **use of technology** in this course

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October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Utah State University–Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management–Action Item.</u>

<u>Issue</u>

Officials at Utah State University (USU) request approval to offer a Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management effective, Spring Semester 2009. The USU Institutional Board of Trustees approved this program on the 27 of June 2008. The Regents′ Program Review Committee approved the proposed degree on October 14, 2008.

<u>Background</u>

The proposed Master of Science in Anthropology is designed to meet the demand in the Intermountain Region and western United States for trained professionals able to meet the requirements for certification on the Register of Professional Archaeologists. The minimum degree for this certification increasingly required by government regulation is a Master′s degree. The purpose of the degree is to prepare graduates for highly employable careers in both public and private sectors as archaeologists in the Cultural Resource Management industry. The Master′s degree will also prepare students intending to pursue the Ph.D. at other institutions.

Opportunities for Utah State University undergraduate students to gain experience in archaeology became a regular part of the Anthropology program in 1988 and were expanded when an undergraduate major began in 1994. The location of Utah State University in the Intermountain West, the emphasis of the university on resource science and management, and the growth of the Cultural Resource Management archaeology industry provides opportunities for students to gain hands on experience that has consistently led to employment for Anthropology graduates. External contracting in Cultural Resource Management (CRM) archaeology has brought over $1.3 million to Utah State University since 1988 and provided training and research opportunities for hundreds of students. The curriculum includes foundation coursework in archaeological theory, analyses, and the prehistory of this region of the country; coursework typical of Master′s programs in anthropology for students

emphasizing archaeology. The program also includes quantitative skills, Geographic Information Systems, geoarchaeology, museum collections management, and the laws, regulations, and business environment of cultural resource management.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Utah State University offering this degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Master of Science in Anthropology with a specialization in Archaeology and Cultural Resource Management, effective Fall Semester, 2009.

_____
William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Master of Science in Anthropology
with a Specialization in Archaeology
and Cultural Resource Management

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

October 15, 2008

Section 1: The Request

Utah State University requests approval to offer a Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management effective Fall Semester 2009. This request was presented to the USU Board of Trustees on 27 June 2008.

Section II: Program Description

The Anthropology Program at Utah State University (USU) is developing a graduate program to offer a Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management to begin in the fall of 2009. This M.S. degree will be offered at the Logan Campus as a traditional, full-time degree program, with Plan A and Plan B options as detailed below and in Appendix A. The purpose of the program is to prepare graduates as archaeologists for highly employable careers in both public and private sectors in the Cultural Resource Management industry. The Master's degree will also prepare students intending to pursue the Ph.D. at other institutions.

Archaeology at Utah State University
Opportunities for Utah State University undergraduate students to gain experience in archaeology became a regular part of the Anthropology program in 1988 and were expanded when an undergraduate major began in 1994. The location of Utah State University in the Intermountain West, the emphasis of the university on resource science and management, and the growth of the Cultural Resource Management archaeology industry provides opportunities for students to gain hands on experience that has consistently led to employment for Anthropology graduates. External contracting in Cultural Resource Management (CRM) archaeology has brought over $1.3 million to Utah State University since 1988 and provided training and research opportunities for hundreds of students.

The USU Anthropology Program also has a long history of running successful archaeology field schools, and these will assume a new level of importance with the development of a graduate program emphasizing archaeology and cultural resource management. The field school is offered in the summer, and has traditionally required faculty to obtain external funding to support most of the costs. Field school faculty have necessarily been required to dedicate a substantial amount of time to identify funding sources, write grant proposals, and conduct the required analyses and write-up in a timely manner. Budgetary support for this endeavor must be regularized as faculty time allotments are shifted to graduate curriculum and advisement, and this is reflected in the proposed budget that includes a graduate assistant position for the field school.

The USU Anthropology Program is acknowledged by government agencies, private sector CRM businesses, and University administrators as a successful example of pragmatic undergraduate education. The faculty have mentored several hundred undergraduate students into CRM archaeology since 1988, using the model of a graduate program for the upper echelons of each student cohort. However, the entry-level degree for advancement in the field of CRM archaeology is a Master's degree, and this was formalized nationally in 1998 with the establishment of the Registry of Professional Archaeologists, as well as being codified into federal and state regulations. The successes of the Utah State University Anthropology program in training undergraduates to enter this field combined with the need for Master's degree graduates has led the USU to seek a

Master of Science degree program in Anthropology with a Specialization in Archaeology and Cultural Resource Management.

The Master's of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management Degree Program
The proposed graduate program will require 33 credits of coursework that includes field, laboratory, and internship experiences (Appendices A & B). The program is flexible in that students can choose to complete a traditional Plan A thesis (if they intend to seek a Ph.D.), or select the Plan B option and complete a research-oriented professional paper, or a research-oriented CRM Technical Report (the typical publication of the industry). The program is also flexible in that students can choose internships in field archaeology settings, in a government agency, or in private sector settings depending on their career needs and intentions. The curriculum includes foundation coursework in archaeological theory, analyses, and the prehistory of this region of the country; coursework typical of Master's programs in anthropology for students emphasizing archaeology. The program also includes quantitative skills, Geographic Information Systems, geoarchaeology, museum collections management, and the laws, regulations, and business environment of cultural resource management.

Graduate student assistance will be available through several avenues. Support for graduate/teaching assistantships has been obtained through agreements with the Provost, the Dean of the College of HASS, the Vice President for Research, and the Department. By the second year of the Program, graduate assistantships will also begin to be funded by Utah State University Archaeological Services, a cultural resource management business to be founded in 2009 and described below. USU Archaeological Services will also provide opportunities for employment of unfunded students with work assignments that can be integrated into student research and training. These opportunities will provide some form of support to virtually all of the graduate students accepted into the program, while maintaining the competition for a limited number of partial or full Graduate Assistantships that is typical of graduate programs in anthropology under the philosophy that competition breeds determination, hard work, and quality.

The Anthropology Program is strongly committed to maintaining the high quality undergraduate curriculum that has made graduates of the program so successful in obtaining employment and graduate school opportunities upon graduation. Rather than detracting from this program, faculty recognize an opportunity to enhance the educational experiences of Anthropology undergraduate students through shared learning opportunities, increased laboratory and field experiences, and greater emphasis throughout the program on career training. In other words, the graduate curriculum and supporting programs as developed will enhance learning opportunities for all Anthropology students.

A draft curriculum and course descriptions are provided in Appendix A. The curriculum has been evaluated by the Anthropology faculty for quality of content, frequency of offerings, integration with and concomitant improvement of the undergraduate program, faculty course rotations, and staffing capabilities and needs. Most courses will be offered on a two-year rotation, and several will bring top undergraduate students together with graduate students (Appendix B). The Anthropology faculty has met over the past year and all agree that this is the most appropriate avenue for the Program to evolve at this time.

The Utah State University Museum of Anthropology
A unique aspect of the program is coursework in museum collections management as well as research and internship opportunities in the Utah State University Museum of Anthropology. Growth in the size of archaeological collections and the need to study and manage them is opening up employment opportunities in this aspect of the industry. Curation is a mandatory component of government compliance, and yet there are very few programs that teach the "how to's" of preparing collections for curation facilities. The proposed USU Master's degree program will provide this training.

An additional opportunity is available to students enrolled in the Master's degree program. The Museum of Anthropology is a teaching unit under the Program's umbrella that already offers a certificate in Museum Studies (Appendix D). The certificate program is unique among offerings at Utah's public and private institutions in that a certificate can be earned as a complement to a Bachelor, Master, or Ph.D. degree in any field. The 24-credit certification program, which features supporting coursework from nearly two dozen departments and programs across the USU campus, educates students in museum administration, collections management and care, and interpretation and exhibition skills.

Most students seeking the certificate are undergraduates, but graduate students from other Departments are beginning to seek this certification as well. Master's students who couple an anthropology M.S. with a museum studies certificate will be uniquely qualified (and likely sought after) for positions in cultural resource management firms, government agencies, and museums in Utah and beyond. Anthropology Master's students seeking the certificate in Museum Studies will do so as an addition to their graduate degree. The certificate program already exists, and it is not part of the proposed graduate curriculum. It does, however, provide an additional dimension to the proposed graduate program. Master's students who choose not to pursue the certificate are still required to take the graduate museum course and may still utilize the museum for research and internship experience.

Utah State University Archaeological Services
The Anthropology Program has a long track record of external contracting in cultural resource management. However, this has always been subject to the time constraints of faculty with substantial teaching assignments and research expectations, thus limiting the amount of contracting that can be done.

To expand opportunities and to generate funding, the Program is in the early phases of founding Utah State University Archaeological Services, a cultural resource management firm to be located on the Innovation Campus. This business was proposed to the Provost's Innovation Fund in the Fall of 2006 (Appendix E) and it was funded in 2007 with a planned start-up date of Summer 2009 to coincide with the arrival of the first cohort of graduate students. The primary mission of the company is to provide high quality archaeological services for clients. A secondary mission will be to complement the proposed graduate program in two ways: 1) provide internship, training, employment, and research opportunities for graduate students; and 2) provide financial support for graduate assistantships.

Utah State University Archaeological Services will be directed by an Archaeological Project Director, a full-time, salaried professional staff position. On-campus, tenured, USU anthropology

faculty will serve as Principal Investigators for projects during the start up phase and selectively thereafter. A staff of paid archaeological technicians, interns, and in some cases, credit bearing student technicians will conduct archaeology field projects, perform laboratory analysis, and prepare the reports required by state and federal regulations. Since Utah State University has an established track record in CRM archaeology all state and federal permits for such work are already in hand. An extant client base that includes the Utah School and Institutional Trust Lands Administration, the Bureau of Land Management, the U.S. Forest Service, the Utah Division of Forestry, Fire, and State Lands, USU Departments in the College of Natural Resources, and occasional engineering firms, ranchers, and others will facilitate a successful start-up of this business venture.

The potential for this business to provide fiscal support to the graduate program is central to its founding. The degree of support will depend on agreements between Utah State University, the Vice President for Strategic Ventures and Economic Development, and USU Archaeological Services, as well as decisions about the size of the business. The business and fiscal plan under development are designed so a significant portion of the company profits, as well as a yet undetermined fraction of the university F & A rates applied to contracts will be directed to the Master's degree program. The budget includes revenue projections based on a relatively conservative revenue model for the business.

Utah State University Archaeological Services will be a link with the robust private sector business in archaeology in the Intermountain region that can provide training and research opportunities for students, and fund some aspects of the proposed graduate program that will in turn provide employees for the industry.

Purpose of Degree
The purpose of the program is to meet the demand in the Intermountain Region and western United States for trained professionals able to meet the requirements for certification on the Register of Professional Archaeologists. The minimum degree for this certification increasingly required by government regulation is a Master's degree. The purpose of the degree is to prepare graduates for highly employable careers in both public and private sectors as archaeologists in the Cultural Resource Management industry. The Master's degree will also prepare students intending to pursue the Ph.D. at other institutions.

Institutional Readiness
As indicated in the following sections, staffing, funding, and funding plans to cover the needs of the proposed program are in place. All faculty needed for the proposed graduate program will be on staff as of August, 2008. No new faculty positions will be needed to cover the graduate curriculum as outlined. In addition, funding has been arranged through the Provost's Office and the Dean of the College of HASS to cover a part time Staff Assistant II position to handle tasks associated with the administration of a graduate program, so that the workload of extant departmental staff will not increase substantially.

Careful planning by the Anthropology faculty has ensured that broader programmatic needs and initiatives will not be compromised by the addition of a graduate program in anthropology. Two cultural anthropology faculty members are on phased retirement (Dr. Richley Crapo and Dr. David Lancy) and the Department has submitted paperwork to the College to replace the first, who will

retire in the spring of 2009. Replacement hires for these two positions will build toward a stronger, more focused undergraduate curriculum in Applied Anthropology. Additionally, the recent Brigham City archaeology hire was selected in part because of her ability to teach across the sub disciplines, ensuring that the Program will be able to cover the broader undergraduate curriculum. All Anthropology faculty members remain dedicated to undergraduate instruction on the Logan campus and throughout the system. All of the graduate courses, as well as a full complement of undergraduate courses will be regularly offered, and *all of the faculty will have undergraduate courses in their schedules.*

As indicated below, library resources are adequate, though not ideal. Some infusion of one time and ongoing funds would help to bring the collections in line with library resources in Anthropology at other universities and in the Intermountain West.

Faculty
The Anthropology Program currently has nine tenured/tenure-track faculty: four cultural anthropologists, four archaeologists, and one bioarchaeologist (Appendix C). Seven are based at the Logan campus, one is a new hire at the Brigham City campus, and one is based at the San Juan center in Blanding. The four archaeologists and one bioarchaeologist that will be most actively involved in the Master's program are Dr. Steve Simms, Dr. Bonnie Pitblado, Dr. Patricia Lambert, Dr. Christopher Morgan, and Dr. Emily Jones. Two of these were hired in spring of 2008 in anticipation of the M.S. program through reallocation of an existing position within the Anthropology Program and through the acquisition of a new position in Distance Education at the Brigham City campus. Three of the five are Registered Professional Archaeologists (Appendix C), certified to oversee archaeology projects in Utah and the Intermountain West. The level of faculty support now in place is comparable to similar programs at other institutions and will ensure that the proposed program is competitive (Table 1).

If the Anthropology Program is able to replace all existing faculty positions as these become available through retirements, there will be no immediate need for new faculty lines. In discussions with the Department Chair and the Dean of the College of HASS regarding these issues, strong support has been expressed for maintaining extant Anthropology positions. While the Program will not need new positions to administer the curriculum, the undergraduate and graduate programs as outlined are dependent on maintaining all current positions. In sum, no new faculty will be required in the first five years of the graduate program if Anthropology is able to maintain current staffing.

Staff
As indicated above, the College of HASS and the Provost's office have agreed to provide matching funding to cover a part-time staff assistant (Assistant II, with benefits) and a salary match (with the Department) to cover summer field school faculty instruction. The Program currently relies on a work-study student to staff the front desk and provide student and faculty assistance. With the inception of a graduate program, regularized staff presence at the front desk will be essential for maintaining student records, student-faculty contacts, and other tasks generally performed by office personnel. The Department secretary and administrative assistant will continue to support the Program in capacities such as travel arrangements, grants and contracts administration, and general secretarial support.

Table 1. Data on faculty lines and graduate
student support in comparable programs to the one proposed for USU.

Program	Total anthropology faculty (# of archaeologists & bioarchaeologists)	Nature of financial assistance offered	Number or value of assistance	Source of assistance
Boise State	5 (2.5)	Assistantships	2 full-time	College dean
Univ. of Hawaii	17 (5)	None (but new program & building)	N/A	N/A
University of MD	12 (4)	Assistantships; fellowships	8 ½-time assistantships; 4 fellowships	College dean
University of MT	16 (4)	Assistantships	4 full-time	College dean
Univ. of S Florida	23 (5)	Assistantships ($13,500/yr)	Available to any student who requests one	College dean
Sonoma State	6 (4)	Little aid (most goes to Ph.D. students)	N/A	N/A
St Cloud State	5 (3)	Assistantships	4 ½-time	College dean
Utah State University	9 (5)	Assistantships	2 full-time Yrs 1-2 3 full-time thereafter	College dean/ Provost's office USU Arch. Services

Library and Information Resources

The Merrill-Cazier Library at Utah State University could support a Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management (See report in Appendix F). As indicated in this report, the library collections generally have good coverage for anthropology. Although the support letter indicates that the collection does not have great depth in the areas of archaeology and museum studies, this is not the case for archaeology journals of primary relevance to the proposed graduate program (but remains the case for museum studies and for broader areal coverage in archaeology). Recent package agreements have provided electronic access to a number of important journals that were unavailable only a couple of years ago. The major journal index in the area, *Anthropological Literature*, is available to the USU community. The Library also subscribes to *Anthrosource*, an online archive of journals from the American Anthropological Association, and recently gained subscriptions to a number of anthropology journals through other bundling agreements. In addition, many anthropology journals contain substantial archaeology content, and these may not have taken into account in the report. Appendix G provides a current list of anthropology journals accessible to faculty and staff at USU, with indicators of archaeology content. Nonetheless, it would be useful to enhance the very limited

museum studies collection (Appendix G) and to add a few inexpensive archaeology journals, most notably *Current Research in the Pleistocene*—a glaring omission in the collection. The Program and Anthropology Museum will be looking into ways to fund such subscriptions in the coming years, perhaps through funding matches between the Library and Anthropology faculty or private donors.

As indicated in the Library report, the USU book collections for anthropology are comparable with USU peer institutions (plus the University of Arizona and the University of Utah). The report indicates that the archaeology area is somewhat weaker, particularly for prehistoric archaeology, and recommends some targeted retrospective book buying. Library book acquisition has not been a problem in the past for the Program, and archaeology faculty will need to take a more active role in future book acquisition opportunities to insure that the Program stays current on archaeological literature, particularly that pertaining to the prehistory of the Intermountain West. This is another area where the Program will also explore opportunities to enhance the collection through matching funding. It should be noted that the Program has a small library that includes archaeology volumes and many regional cultural resource management reports, and this will continue to expand with the move toward a stronger CRM focus.

Admission Requirements

Students seeking admission to the Master of Science Program in Anthropology with a Specialization in Archaeology and Cultural Resource Management will be required to meet the following admission requirements:

- A bachelor's degree from an accredited college, with a minimum 3.0 GPA for the last 90 quarter or 60 semester credits earned.
- Three letters of recommendation addressing the applicant's potential for success in the proposed graduate degree program. If applicant has been enrolled in school during the last five years, at least two of the letters must come from persons who are familiar with the student and can make an authoritative assessment of applicant's recent academic progress and success.
- Graduate Record Examination (GRE) general test scores with a minimum of 40th percentile on the verbal test and on the quantitative test.
- A letter of intent providing background about the applicant's training, interests, and experiences, as well as an overview of the applicant's career goals and specific reasons why graduate training an archaeology in important to the applicant.

Student Advisement

Master's students will be expected to have their committee appointed and approved by the end of their second semester in the program. The committee must include at least three faculty members, with one member representing an area of emphasis other than that which is the focus of the student's program of study and thesis. One or more members may be from outside of the department, but outside representation is not required.

Committee appointment forms are reviewed and approved by the Program Director and the Director of Graduate Studies. Upon recommendation of the Program Director and the Director of Graduate Studies, the Dean of the Graduate School will officially appoint the Supervisory Committee.

The chairperson of the Supervisory Committee, in close collaboration with other members of the committee, will guide and direct the program of study as specified in the USU Graduate Catalogue until the program is completed. Students should meet with their supervisory committee at least once annually to discuss program progress.

Any subsequent change in committee membership will require the approval of the Program Director and the Director of Graduate Studies and the Graduate Dean. Changes in committee membership are not allowed within six weeks of the thesis/dissertation defense. Before there is any change in a Supervisory Committee, the Program Director will notify the faculty members involved. In circumstances where a faculty member is unable to fulfill obligations, that person may be replaced on the committee at the recommendation of the major professor and Program Director after reasonable efforts have been made to solicit that person's participation.

All students will discuss their plans for course registration with their advisors prior to registering for courses and prior to dropping or adding any courses. If a student has not selected a permanent advisor, approval should be secured from either the Director of Graduate Studies or the Department Head.

Justification for Gradation Standards and Number of Credits

A total of 33 credits will be required for the Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource management. This number is based on the course requirements needed to train a professional archaeologist, as well as University standards and those of similar anthropology programs at other universities.

In keeping with current Master's level requirements in the Sociology Program of the Department of Sociology, Social Work, and Anthropology, the following minimum and maximum credit loads will be considered full time enrollment:

- o   6 to 10 credits for all students on 20 hour per week assistantships.

- o   9 to 13 credits for all students on less than 20 hour per week assistantships.

- o   9 to 13 credits for all students not on assistantships.

An additional 3 hours of thesis credit may be taken.

All international students will be required to maintain full-time student status. According to the Immigration Service this means that international graduate students must enroll for 9 or more credits, not including duties associated with assistantships. Some exception can be allowed in the following cases:

1. The student is at the end of coursework and needs only a few hours for graduation.
2. The student is ill and has a doctor's statement of verification.

These circumstances will be cleared with the International Student Advisor to avoid any legal status problems.

Students must maintain a cumulative grade point average of 3.0. A supervisory committee can approve no more than two courses with a grade below B within or outside the department towards

the total number of credits required for the Master of Science in Anthropology. Students must earn a grade of C or better in all courses counting toward the M.S. degree.

External Review and Accreditation

In formulating the proposed graduate program, interviews were conducted with program directors of seven anthropology graduate programs similar to the one proposed here (see Table 1 for list of programs contacted). Information was also obtained from web sites of these programs regarding credit requirements, course offerings, and participating faculty. This information served as a basis for program design and the formulation of expectations regarding projected enrollments, funding needs, and so forth.

There is no formal accreditation process for professional archaeologists. However, the goal of the program is to help prepare students to meet the requirements for inclusion in the Registry of Professional Archaeologists (RPA), a certification widely sought after by industry employers. RPA certification requires both a Master's degree and documented field and laboratory experience (Appendix H).

Projected Enrollment

Table 2: Projected five year enrollment.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio
1	4	5	1:1
2	10	5	2:1
3	14	5	3:1
4	16	5	4:1
5	16	5	4:1

Expansion of Existing Program

The proposed program is not an expansion of an existing program.

Section III: Need

Program Need

Cultural resource management (CRM) archaeology provides industry and government agencies with an evaluation of heritage resources that by law have to be "taken into account" prior to the alteration of our public landscapes. CRM is now an institutionalized element of the environmental management industry in the United States and many other countries. Archaeologists identify and record all prehistoric and historic cultural resources from ancient villages and camps, to pioneer cabins, 19th century gold mines, and human skeletons. Archaeologists help industry and agencies find ways to protect what is of value by avoidance and occasionally by mitigation, and they facilitate land management.

Federal and State laws and regulations govern the practice of archaeology by issuing permits, and a national Register of Professional Archaeologists certifies professional standards (Appendix F). The minimum degree requirement for the permits and the professional registry is a Master's degree. Employment as technicians and research assistants can be found with lesser credentials, but lack of a Master's degree limits advancement. Thus, there is a market for archaeologists at the Master's level, be they undergraduate students prospecting for a graduate program or people already employed in the industry looking to advance professionally.

The growth of CRM archaeology places pressure on university curricula. Professional organizations within archaeology have been discussing the changing needs of graduate education for years, but *"many academic programs have not recognized the need for corresponding changes in curricula, or the changes are prevented by institutional inertia"* (SAA Bulletin 1997:1997:21). Even by 2004, a survey of 109 departments offering anthropology degrees (90+% of U.S. anthropology departments), only 15 were offering special graduate programs designed to train students for careers in CRM. In 2006, the Society for American Archaeology sponsored a forum titled "The New Graduate Curriculum." Responding to the changing needs of the profession because of the rise of CRM archaeology, the forum recommended the "encouragement of highly focused, M.A.-only programs in applied archaeology… filling a niche for well-trained students prepared to take jobs in CRM and related, applied fields." (SAA Bulletin, November 2006).

The American Cultural Resources Association conducted a survey in 2006 and received responses from 69 CRM companies listing the most important professional qualities and skills in job applications for archaeological positions. Some highlights of that survey include:
- 87% rated the establishment of graduate programs serving CRM as very important or important.
- 96% rated knowledge of the legislation and regulatory environment as very important or important.
- 84% rated knowledge of Geographic Information Systems as very important or important.
- 84% rated knowledge of quantitative methods as very important or important.
- 100% cited the importance of technical writing skills and experience at producing reports found in CRM.
- 84% advocated an "intensive, rigorously researched and comprehensive Master's thesis," signaling the importance of integrating research and applied skills.

Over the years, Utah State University has been approached by private companies to provide trained students in CRM archaeology, or to develop internships, and the Anthropology Program has responded by placing dozens of its undergraduates. One such recent inquiry from a private firm in Salt Lake City lamented the shortage of Master's-level degree programs in the Intermountain West, and noted the strong demand for trained archaeologists.

Senior archaeologists working in CRM realize the need for graduate training to be more than applied archaeology. In order to produce career-path archaeologists, graduate training needs to include adequate knowledge of the scientific research contexts of archaeology, and experience in the conduct of research to prepare students for careers, and not just as technicians in a transient labor force. The proposed graduate program at Utah State

University responds to the changing needs of archaeology and to recommendations of archaeologists in the CRM industry. The proposed program and curriculum are designed to teach critical technical skills, while engaging our students in the research process that produces a professional ethic enabling career growth.

Government agencies, Utah School and Institutional Trust Lands Administration and the Utah Division of State History, and a private CRM firm in Salt Lake City have expressed support for our proposal and raised the potential for internships for our graduate students (Appendix G). Additional internship opportunities and endorsement from other agencies and from private sector Cultural Resource Management firms in Utah will be sought, and the Program anticipates forming an Advisory Board comprising representative from these entities.

Labor Market Demand

Cultural Resource Management grew from beginnings in the early 1970s into the largest employment sector in archaeology. Nationwide the CRM industry is valued at several billion dollars per year. By the late 1990s "60-70 percent of the membership of the SAA (Society for American Archaeology), and the Society for Historical Archaeology are engaged in cultural resources management." (SAA Bulletin 1997:20). An inventory of job listings on the Society for American Archaeology website in summer 2007 reveals that 82% of the advertised positions are in private or government sector CRM. A census among archaeologists in the late 1990s found that 302 respondents in CRM archaeology reported garnering $300 million in research support, while the 650 respondents working in non-CRM archaeology reported garnering only $62 million in research support.

In Utah there are over 50 private companies holding archaeological permits, with 18 firms maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size, with small projects requiring crews of 3–5 employees, most projects employing over a dozen people, and a few large projects each year employing many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs.

Student Demand

To evaluate student demand for the proposed Master's program as systematically as possible, eight programs most similar to the proposed Master's program were identified and contacted. Surveys were conducted via e-mail and/or phone interviews with the graduate directors of seven of these programs (one director could not be reached). These are similar to the Anthropology Program in number of anthropology faculty contributing to the CRM Master's degree (although not necessarily in overall numbers of anthropology faculty) and in the structure of the degree programs. The interview process unequivocally demonstrated that student demand for programs in cultural resource management (variably called "applied archaeology," "cultural heritage management," and "heritage resource management") *far* outstrips the number of programs available to educate students in the United States (Table 3).

Table 3. Applicant information for similar programs nationwide.

Program	No. applicants/ Year	No. accepted/ Year	% students who finish	% offered jobs in CRM after graduation
Boise State	11 (1st year of program)	7	N/A	N/A
U Hawaii	5 (1st year of program)	2	N/A	N/A
U Maryland	75	20	95%	90%
U Montana	20	10	70%	100%
U S Florida	80	20	90%	100%
Sonoma State	40	10	95%	100%
St Cloud State	10 (1st year of program)	4	N/A	N/A

For the well established programs (University of Maryland, University of Montana, University of Southern Florida and Sonoma State), student demand exceeds admittance by a factor of two to four. The mere fact that three of the seven programs have just admitted their very first cohort of Master's students shows that this proposal is part of a nationwide response to the demand for well-trained anthropological archaeologists in the private sector. The data also show that even in the newest programs, all of which gained final approval to admit students just last spring, demand for graduate-student slots still exceeded the number of acceptances approximately two-fold. Each of the program directors in those nascent programs also mentioned that they expected a significant rise in their applicant pools next year and in all subsequent years as they have sufficient lead-time to advertise and recruit students.

One interview question asked graduate program coordinators to describe their CRM Master's student body. Most of them observed that their programs initially (or in the case of new programs, currently) draw primarily from the region. However, directors of more mature programs observed that within just a few years, applicant pools reflected interest and attendance from regions outside the institution's home region, and often included international students (current cohorts in the seven-targeted programs include students from Central America, Botswana, Kenya, Western Europe, China, and Russia). In well-established programs, a mix of 50% "local" students (i.e., from the region, not necessarily an institution's home state) and 50% non-local students proved typical.

Program chairs also all noted that their student bodies generally represent two groups of students, those fresh out of undergraduate programs with little or no field experience, and people who have been long employed as private or government-sector archaeologists looking to earn the master's degree requisite for advancing up the career ladder in the cultural resource management field and also in government positions. This mix was common to every program, and several directors mentioned without prompting that it resulted in cohesive cohorts where everyone had something to offer (e.g., study tips from younger students to those longer out of school and professional contacts from employed students to those just entering the field).

A final observation gleaned from data presented in Table 3 is the rather phenomenal success of these Master's programs both in percentage of students finishing their programs and the percentage obtaining jobs in their fields immediately upon graduation. Programs graduate most or all of their students, and even more of the students obtain lucrative positions in the private and

governmental sectors of archaeology. In fact, Sonoma State graduate director Margaret Purser noted that "the only reason our master's program completion rate is 95% rather than 100% is that California companies and government entities routinely try to recruit our students to paid positions *before* they have finished their Master's program; the demand for well educated archaeologists is that high, and has been since our program was establish thirty-three years ago."

In addition to systematically gathering as much data as possible to demonstrate the tremendous demand for programs like the one propose here, USU anthropology faculty are acutely aware of the demand for a USU anthropology graduate program from an experiential perspective. All faculty members receive regular inquiries from Anthropology students and others who have heard "through the grapevine" that USU may soon offer this opportunity. A number of students who would have preferred to come here for their graduate work have instead been forced to second-choice programs. Similarly, a letter from Brooke Arkush, an archaeologist and professor of anthropology at Weber State University, refers to the interest expressed by his anthropology undergraduates in attending an in-state master's program that will fast-track them for high-paying jobs in archaeology (Appendix I). USU Anthropology faculty have also maintained a working relationship with John Fritz (Salt Lake Community College) to facilitate transfers for students wishing to pursue applied archaeology, and recently enhanced ties to USU's branch campuses are also yielding fruit as "pipelines" for new undergraduate and CRM master's students. One of the USU Anthropology Program's own faculty members, Jon Moris, recently assumed a position based in Blanding, where he works closely with Navajo students, and he is actively working to recruit them to the field of applied anthropology (and specifically to Utah State University for Bachelor's and Master's degrees).

In summary, nationwide data collection and empirical observation on the part of USU anthropology faculty members paint a picture of very high student demand for the master's program proposed here, and far too few programs to meet that demand. Importantly, in closing, the only "competing" program, geographically speaking (and this applies only to those students who represent the region; not all likely applicants), is Boise State. Mark Plew, graduate director of the Boise State program, is supportive of the proposal because he recognizes that the demand is so great that *both* programs will turn away far more students than they have the facilities to accept.

Similar Programs
No other public university in Utah offers a Master's degree with a Specialization in Archaeology and Cultural Resource Management. Brigham Young University is the only institution in Utah that offers Master's level preparation aimed at cultural resource management archaeology, and that has a business firm that provides research and employment opportunities for students (BYU Office of Public Archaeology). However, Brigham Young University is a private, religious institution that draws its students from a particular sector and thus does not serve the needs of many prospective students in Utah and the Intermountain West.

Collaboration with and Impact on Other USHE Institutions
The University of Utah is the only public university in the state offering graduate degrees in anthropology, including both Master's and Doctoral degrees in anthropology-archaeology. However, their program moved to a different model of anthropology graduate education in the early 1990s that does not emphasize cultural resource management archaeology as we propose here. They are fully in support of this proposal. There are no other graduate programs in anthropology-

archaeology in the state and only a handful in the Intermountain West. Weber State University offers a Bachelor's degree in anthropology. The Weber State archaeology faculty and department head have expressed strong support for the program. Both schools see the proposed program as filling an important niche in terms of employment preparation and for directing undergraduate students toward graduate programs (Appendix I).

Benefits

The proposed program will enrich graduate education at Utah State University and enhance links with other units on campus. Program faculty have been in contact with the Dean of Science, Dr. Mary Hubbard (Appendix I), the Department Chair of Environment & Society (Dr. Joe Tainter), and Dr. Joel Pedersen (Luminescence Laboratory) of the Geology Department. These discussions have been extremely fruitful and the Anthropology Program has received strong support from these individuals and units for the Master's degree program. The archaeology program and firm will benefit the Luminescence Laboratory on the Innovation Campus through generating income from the processing of archaeological samples for dating. Members of the Anthropology faculty wrote letters in support of Pedersen's NSF proposal to staff the facility that emphasized the importance of applications in archaeology.

Consistency with Institutional Missions

A driving force in proposing an Anthropology M.S. program with a specialization in archaeology and cultural resource management at Utah State University is the USU Mission Statement. Many of the goals of the proposed Anthropology degree and specialization are strongly allied with the goals of a land grant university: essentially, to serve the needs of various communities in tangible, on the ground ways. This has become increasingly apparent with the growth of the archaeology and cultural resource management industry, which directly serves the needs and interests of private industry and government at all levels. The proposed Master's degree program will provide the opportunity to attract a new and more diverse student body to our campus, meet the needs of students in the Anthropology program and in the State of Utah, and provide local, regional, state, and national businesses and agencies with highly qualified professionals ready to fill the growing number of positions in both public and private sectors. These highly trained professionals will carry the name of Utah State University into the broader business and government communities, and thus enhance the reputation of the University. In this way, the proposed program directly meets goals 1-4, and in a broader sense contributes to virtually all of the 10 goals as outlined in the USU Mission Statement.

Section IV: Program and Student Assessment

Program Assessment

The goal of the program is to produce well-trained, professional archaeologists able to obtain suitable employment upon graduation or to move on to advanced (PhD) educational training in archaeology. All of the courses included in the curriculum are designed to provide students with the knowledge and skills they will need to conduct theoretically significant, methodologically sound and analytically rigorous archaeological research in a cultural resource management environment. These skills include reading and writing proficiency, critical thinking, quantitative analysis, and use of a GIS, as well as a range of fieldwork skills. As indicated above, students will be required to earn a grade of "B" or better in all but two of their courses (and no lower than a C in any course counting toward the Master's degree), ensuring that they have gained competency in all areas of

training before receiving the Master's degree. In addition, all students will be required to produce a thesis, research paper, or cultural resource management report as a mechanism for demonstrating their readiness to conduct and report on primary research in archaeology. For those students seeking a terminal Master's degree, the most important, long term outcome measure will be the success they have in obtaining and maintaining positions in the CRM industry, museums, or related forms of employment upon graduation. As with undergraduate students, the Program will track graduates through an alumni database and interactive web page.

Expected Standards of Performance
As per recommendations of the 2006 SAA forum on graduate training in CRM described above, the program has been designed around the following performance goals:
- Curricula recognizing the much broader scope of CRM and incorporating business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques including survey, mapping, GPS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Competency in these areas will be assessed through performance in academic courses, field schools, internships, and the thesis, research paper, or CRM Research report completed as part of the Plan A and Plan B requirements.

Budget Comments
Table 4 shows projected revenues from graduate student enrollment, revenue projections from USU Archaeological Services, a private company on the USU Innovation Campus, and projected Program funding needs. Funding has been obtained from the Provost's Office and the Dean of the College of HASS for: a part-time staff assistant (with benefits); a salary match (with the Department) to cover summer field school faculty instruction; and a full year graduate assistantship. A one year allocation from the VP of Research (with some matching funding from the Department) in the form of start-up funds to a new archaeology hire will cover an additional graduate assistantship for year one of the program. In year two, USU Archaeological Services will begin to fund graduate assistantships and a $5000 portion of the field school budget out of F & A. Current revenue projections are based on the Program's own history of CRM contracting as well as conversations with heads of local CRM firms. Library funding is not essential to the inception of the graduate program, but some funding is recommended by a Merrill-Cazier Librarian and will be sought by the Program in the future when funds become available.

Table 4: Projected Budget
Utah State University
Masters of Anthropology with a specialization in Archaeology and Cultural Resource Management

Financial Analysis Form for All R401 Documents					
	2008-09	2009-10	2010-11	2011-12	2012-13
Students					
Projected FTE Enrollment	4	10	14	16	16
Cost per FTE	10,008	4,652	4,149	3,750	3,875
Student/Faculty Ratio	1:1	2.5:1	3.5:1	4:1	4:1
Projected Headcount	4	10	14	16	16
Projected Tuition					
Gross Tuition	14,085	36,621	72,364	102,986	117,405
Tuition to Program					

5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	32,750	33,730	44,740	46,080	47,460
Benefits	7,280	7,790	8,340	8,920	9,540
Total Personnel	40,030	41,520	53,080	55,000	57,000
Current Expense		5,000	5,000	5,000	5,000
Travel					
Capital					
Library Expense					
Total Expense	40,030	46,520	58,080	60,000	62,000
Revenue					
Legislative Appropriation					
Grants & Contracts					
USU Archaeological Serv.		15,000	25,000	25,000	25,000
Provost & HASS Realloc.	31,030	31,520	33,080	35,000	37,000
Tuition to Program					
VP Research / Department	9,000				
Total Revenue	40,030	46,520	58,080	60,000	62,000

Difference					
Revenue - Expenses	0	0	0	0	0

Comments

Salaries and Wages above include a part-time staff assistant, part-time field staff, and
several graduate assistantships.
USU Archaeological Services, a privage company to be created at the USU
Innovation Campus, is projected to fund several Graduate Assistantships.
A one-time allocation of $5,000, and on-going $1,500 to fund library resources
as funds are available.

One pressing need not strictly tied to budget, but important for archaeology faculty contracts and grants (beyond the Innovation Firm), is on-campus laboratory space. Archaeologists need physical space to process materials collected in the field. The Program currently has a single wet lab primarily set up for and dedicated to teaching, and a small dry lab that serves as a teaching lab, computer lab, curation facility, map room, and place for analysis of archaeological materials. This is insufficient for current needs and limits the scale and number of funded projects that faculty can effectively run—despite the addition of graduate students that will make larger projects possible. The Program was able to negotiate laboratory space for its new archaeology hire at the Brigham City campus, and has begun a conversation with the Provost's Office to explore options for additional laboratory space at the Logan campus.

Funding Sources
As indicated above, funding for the program will come from several sources. First, ongoing funding has been obtained through a joint agreement between the Provost's Office, the Dean of the College of HASS, and the Department of SSWA for a 50% Staff Assistant II, a $10,000 graduate assistantship, and a faculty salary match (with the Department) to fund instruction for the annual, five week summer field. Second, a one-year graduate assistantship for the 2009-2010 academic year has been obtained as part of the start-up package for the new Archaeology hire (Chris Morgan) through a joint agreement between the VP for Research Office and the Department of Sociology, Social Work and Anthropology. Third, it is anticipated that USU Archaeological Services will generate overhead to fund annually two additional graduate assistantships and a $5000 contribution to the field budget, beginning in the second year of the Program. The firm has a scheduled start date of summer, 2009, so that it will be up and running when the first graduate cohort arrives in the fall of 2009. Finally, it is possible that private donors may assist in funding some components of the field school and graduate assistantships, and this is an avenue of funding that the Program will pursue in the coming years.

Reallocation
As indicated above, the Program has reallocated one faculty position from Cultural Anthropology to Archaeology in anticipation of the graduate program. The Provost's Office, the Dean of the College of HASS, and the VP for Research have also reallocated permanent and one-time funds in support of the Master's degree program.

Impact on Existing Budgets

The proposed graduate program in Anthropology has been developed to minimize impacts on existing budgets, especially the Department budget. As indicated above, funding for a staff person, a faculty salary match, and a full year graduate assistantship were obtained through the Provost's Office and College of HASS. Additional funding for graduate assistantships will be obtained from the Anthropology Program's archaeology firm, which will be staffed in large part by graduate students (providing an additional funding source for students in the form of employment). No graduate student funding will be redirected from the Sociology Graduate Program to the Anthropology Graduate Program. Faculty needs have been addressed through a combination of reallocation and the acquisition of a new position through Distance Education. No new faculty lines are needed to begin the graduate program. A small infusion of new funding into the Library budget is all that is needed to bring the book and journal resources in line with anticipated needs of the proposed graduate program.

Appendix A: Program Curriculum

Required courses (24 credits):

Anth 6000 Archaeological Theory (3)	New course
Anth 6000 Statistical Methods in Archaeology (3)	New course
Anth 6000 Cultural Resource Management Core Class (3)	New course
Anth 6000 Museum Collections Research & Management (3)	New course
Anth 5360/6360 Archaeology of the Western U.S. (3)	Existing course (4000)
Anth 5310/6310 Archaeology Lab Methods (2)	Existing course (5000)
Anth 5000/6000 Archaeology Field School (3)	Existing course (5000)

Internship with private firm or public agency may replace these credits

Anth 6000 GIS in Archaeology (3)	New course

Students will also be able to take WATS 6920 Geographic Information Systems (4)

Elective courses (minimum of 3 credits):

Anth 5380/6380 Peopling of the New World (3)	Existing course (5000)
Anth 5250/6250 Problems in Bioarchaeology (3)	Existing course (5000)
Anth 5000/6000 Faunal Analysis (3)	New course
Geol 6120 Geomorphology (3)	Existing course (6000)

Plan A: Master's Thesis (6 credits) or

Plan B: Professional Paper (6 credits) or CRM Technical Research Report (6 credits)

Total Credits: 33 minimum

New Course descriptions:

Anth. 6000 Archaeological Theory (3) A survey and critique of archaeological theory from the nineteenth century to the present with emphasis on shifting paradigms and the implications for research.

Anth. 6000 Cultural Resource Management (3) Survey and analysis of the laws, regulations, and practice of the cultural resource management.

Anth. 5000/6000 Faunal Analysis (3). Skeletal anatomy of mammals, birds, reptiles, and fish with emphasis on applications in archaeology. Laboratory class.

Anth 6000 GIS in Archaeology. Introduces GIS software and the technical aspects of GIS with a focus on applications in archaeology. Students will become familiar with the use of GIS in archaeological research and management, and complete projects of practical applications of GIS.

Anth. 6000 Museum Collections Research & Management (2) This course teaches students about collections accession, cataloguing and curation. Participants will be taught to properly handle ethnographic and archaeological materials of various types, and they will learn techniques for conducting effective object-related research. Students will participate in field trips to increase their exposure to different cataloguing and curation strategies.

Anth. 6000 Statistical Methods in Archaeology (3) Introduction to the practical analysis of commonly-encountered archaeological data using simple quantitative and statistical procedures, such as exploratory data analysis, sampling, regression, and spatial analysis. The course is taught in a computer-assisted (multimedia) format.

Appendix B: Program Schedule for Logan Campus

Year 1 (2009-2010) Courses. Note: F=Anthropology Faculty member:
Graduate:
6000 Archaeological Theory (F1)
6000 Statistical Methods in Archaeology (F4)
6000 Cultural Resource Management Core (F2)
6000 Archaeology Lab Methods (F1, F2, F4, &/or F8). (Placements with USU Arch firm/faculty, F1 oversight)
6000 Archaeology Field Methods Internship (Placements with USU firm or private/government agency, F1 oversight)
6120 Geomorphology (Geology faculty)

UG/Grad:
5000/6000 Faunal Analysis (F3 or F8)
5100 Anthropology of Sex and Gender or New Course(F7)
5110 Ethnographic Field School (F6) Summer Session

Undergraduate:
1010 Cultural Anthropology (F6) (twice/yr)
1020 Biological Anthropology (F3)
2010 Peoples of the Contemporary World (F5)
2030 World Archaeology (F4)
3130 Peoples of Latin America (F6)
3160 Anthropology of Religion or New Course in Applied Anthropology (F7)
3200 Perspectives on Race (F3)
3250 Osteology (F3)
3300 Archaeology in North America (F4)
3310 Museum Studies (F2)
3350 Archaeology of Ancient Civilizations (F5)
3990 History and Theories of Anthropology (F1)
4130 Medical Anthropology (F6)
4360 Ancient Desert West (F1)

> Codes:
> F1 Archaeology Professor
> F2 Archaeology Professor
> F3 Biological Anthropology/Archaeology Professor
> F4 Archaeology Professor
> F5 Cultural Anthropology Professor (50% time until retirement in 2011).
> F6 Cultural Anthropology Professor
> F7 Cultural Anthropology New Anth. Hire
> F8 Archaeology Professor—Brigham City

Year 2 (2010-2011) Courses:
Graduate:
6000 Museum Collections Research and Management (F2)
6000 Archaeology of the Western U.S. (F1)
6000 GIS (F4)
6000 Archaeology Lab Methods (F1, F2, F4, &/or F8). (Placements with USU arch firm/faculty, F1 oversight)
6000 Archaeology Field Methods Internship (Placements with USU firm or private/government agency, F1 Grad Advisor oversight)
6000 Thesis for 2nd year students (shared supervision)

UG/Grad:
5250/6250 Problems in Bioarch (F3)
5300/6300 Archaeology Field School (F4) Summer Session
5380/6380 Peopling of the New World (F2)

Undergraduate:
1010 Cultural Anthropology (F6) (2x year)
1020 Biological Anthropology (F3)
2030 World Archaeology (F1)
3110 North American Indians or New Course in Applied Anthropology (F7)
3160 Anthropology of Religion or New Course in Applied Anthropology (F7)
32xx History of Disease (F3)
3250 Osteology (F3)
3300 Archaeology in North America (F4)

> Assignments that reduce normal 4-course load:
> Program Director receives one course reduction (F2)
> Graduate Program Director receives one course reduction (F1)
> Museum Director receives one course reduction (F2)
> First year faculty receives one course reduction (F4)
>
> Notes:
> 1. Anth 2030 World Archaeology offering reduced from to once per year and class size increased from 90 to 120 students. Distance Ed to pick up course in other semester (F8).
> 2. Cultural anthropology offerings revised to focus on program strengths in medical anthropology, Latin America, the anthropology of religion, and applied anthropology.

3320 Ancient Humans and the Environment or New replacement course (F4)
3350 Archaeology of Ancient Civilizations (F5)
3990 History and Theories of Anthropology (F1)
4120 Ethnography of Children (F5)
4130 Medical Anthropology (F6)
4350 Archaeological Method and Theory (F4)

Appendix C: Faculty.
Areas of specialization relevant to Master of Science degree in Anthropology with a Specialization in Archaeology and Cultural Resource Management are bolded.

Archaeology (Will serve as Graduate Committee Chairs and Members):
Dr. Emily Jones (PhD U Washington 2004, Assistant Professor, Brigham City). Specializations: New and Old World Archaeology, **faunal analysis, GIS, quantitative research methods**; **U.S. Southwest** and Paleolithic Europe.

Dr. Patricia Lambert (PhD UC-Santa Barbara, Professor). Specializations: skeletal biology, **bioarchaeology**, palaeopathology, **quantitative research methods**; **California, Great Basin, Southwest, Southeast** and Peru.

Dr. Chris Morgan (PhD UC-Davis, Assistant Professor & Registered Professional Archaeologist). New and Old World Archaeology, **evolutionary ecology, GIS, quantitative research methods**; **California, Great Basin**, China.

Dr. Bonnie Pitblado (PhD U Arizona, Associate Professor & Registered Professional Archaeologist). Paleoindian archaeology, **lithic analysis, hunter-gatherer adaptations**; **Rocky Mountains, Great Basin**, Plains

Dr. Steve Simms, (PhD U Utah, Professor & Registered Professional Archaeologist). North American archaeology, **archaeological method and theory, evolutionary ecology, ethnoarchaeology**; **Great Basin**, Near East.

Biological Anthropology:
Dr. Patricia Lambert (PhD UC-Santa Barbara, Professor). Specializations: **skeletal biology, bioarchaeology, palaeopathology, quantitative research methods**; North America and Peru. (Dual Listing)

Cultural Anthropology (Will potentially serve as Graduate Committee Members. Dr. Glass-Coffin and Dr. Moris participate in the Department's Master of Social Science Degree Program):

Dr. Bonnie Glass-Coffin (PhD UC-Los Angeles 1992, Professor). Editor, *Anthropology of Consciousness*). Specializations: medical anthropology, religion, applied anthropology, qualitative research methods; U.S. and Peru.

Dr. David Lancy (PhD U Pittsburgh, Professor). Specializations: anthropology of childhood, anthropology and education, play, qualitative research methods; Africa, Papua New Guinea. (In Phased Retirement, will retire in spring 2011)

Dr. Jon Moris (PhD Northwestern, Professor, San Juan Center). Economic & applied anthropology, development, pastoralism; Africa, contemporary Southwest. (Retirement pending)

New Hire (08-09) Assistant Professor. Specializations: Applied Anthropology. Will replace Richley Crapo on his retirement in Spring 2009.

Appendix D: Museum Studies Certificate Requirements
(A HASS *Area Studies* Certification)

<u>Objective:</u> To provide Utah State University undergraduate and graduate students with a strong theoretical and experiential foundation for (a) graduate work in the field of Museum Studies; (b) paid jobs in museum settings upon graduation; and/or (c) voluntary museum service at Utah's many small—and larger—museums.

<u>Advisor:</u> Dr. Bonnie Pitblado. Old Main 245F. 797-1496. bonnie.pitblado@usu.edu.

<u>Requirements:</u>
- Students must complete a minimum of 24 credits to earn this certificate
- No more than 12 credits may be completed in any one discipline
- At least 9 credits must be taken at the 3000 – 5000 level
- A GPA of 3.0 must be maintained in all courses applied toward the certificate

Interested students are urged to meet with the certificate advisor as early as possible to ensure efficient course planning. For the certificate to appear on a student's transcript, he or she must complete a single-page application form along with their other graduation materials. Area studies certificate forms can be obtained in the HASS advising center (TSC 302) or from advisor Bonnie Pitblado. Completed applications (which include the advisor's signature) must be turned in to Dan Mathews at the HASS advising center. He can be reached at 797-3883 or Daniel.Mathews@usu.edu.

<u>Students must complete 24 credits distributed as follows to earn a Museum Studies certificate through the HASS area studies program:</u>

<u>Core Courses – 6 credits</u>

ANTH 3310 Introduction to Museum Studies (3)
ANTH 5800 Museum Development (1-2) – apprenticeship in USU Museum of Anthropology

And one of the following (1-2 credits)

ANTH 5900 Independent Studies (filled in a museum other than the Museum of Anthropology)
HASS 4250 Advanced Internship/Co-op
HIST 6540 Museum Internship (with permission)

Over for additional requirement areas and course choices

Museum Administration – 6 credits

ECON 1500 (required)

And one of the following

ACCT 2010 Survey of Accounting I
ACCT 2020 Survey of Accounting II
BA 1350 Introduction to Business
BA 3500 Fundamentals of Marketing
BIS 2100 Principles of Management Information Systems
BIS 2200 (formerly 1550) Business Communication (Independent Study Only)
MHR 3110 Managing Organizations and People

Object care and Exhibition – 6 credits

ART 1120 Two-Dimensional Design (Art 1150 for Art majors)
ART 1130 Three-Dimensional Design (Art 1160 for Art majors)
ART 2400 Computers and Art
ART 2810 (formerly 2800) Photography I
ART 3400 Typography (formerly Graphic Design I)
CHEM 1010 Introduction to Chemistry
HIST 6500 Archiving Internship (with permission)
HIST 6840 Archives Management (with permission)
ID 2730 Interior Space Planning and Human Dimensions
ID 3730 Interior Materials and Construction

Interpretation and educational outreach – 6 credits

ELED 1010 (formerly 1000) Orientation to Elementary Education
ENVS 4600/6600 Natural Resource Interpretation
ENVS 5110 Introduction to Environmental Education
HIST 4850 Interpreting the Past for Teachers
INST 1000 Information Literacy (Offered only occasionally)
INST 5030 Information Access
INST 6490 Instructional Technology in Adult Education (with permission)
JCOM 1130 (formerly 1110) Beginning Newswriting for the Mass Media
JCOM 1500 (formerly 1000) Introduction to Mass Communication
JCOM 2310 Writing for Public Relations
JCOM 3010 Communication Research Methods
LING 4900 Analysis of Cross-Cultural Difference
SCED 3210 Educational and Multicultural Foundations
SPCH 1020 (formerly 1050) Public Speaking
SPCH 2110 (formerly 2600) Interpersonal Communication
SPCH 3330 Intercultural Communication
THEA 1033 (formerly 1400) Beginning Acting
THEA 4030 Storytelling

An Innovation Fund Proposal for
Utah State University Archaeological Services

We request start up funds for an enterprise to provide corporations and government agencies services in Cultural Resource Management (CRM) while providing Utah State University undergraduate and graduate students training and internships in practical archaeology. This enterprise builds upon Utah State's experience in CRM that has attracted over $1.3 million in external contracts since 1988. It is innovative in two ways: First, our previous contract efforts were done by faculty on 9 month contracts with full teaching, research, and service assignments. Our innovation campus proposal enables the revenue stream to be full time. Second, this proposal is linked to the proposed addition of a Master's degree in archaeology at Utah State. We seek start up funds for a "research park" model of a CRM enterprise that will attract external contracts. The enterprise will generate F & A funds for the university from the beginning and once the business is established after one year, it will be self-sustaining.

Cultural Resource Management archaeology provides industry and agencies with an evaluation of heritage resources that by law have to be "be taken in account" prior to the alteration of our public landscapes. This process is part of many Environmental Assessments. Archaeologists identify and record all prehistoric and historic cultural resources from pioneer cabins, to 19th century gold mines, to many kinds of places used by ancient peoples and dating back thousands of years. Archaeologists help industry and agencies find ways to protect what is of value by avoidance and occasionally by mitigation, and they facilitate land management. Nationwide the CRM industry is valued at several billion dollars per year. Archaeologists work in federal and state government agencies in Utah and private consulting firms are based in the state. Two things are unique about Utah State's approach: 1. Our primary aim is to teach young professionals while providing high quality archaeological services. Utah State students are trained by experienced archaeologists on campus, in the field, and through our proposed Innovation campus projects; 2. We are the only public higher education institution in Utah proposing to link a CRM services enterprise with university degree programs. Brigham Young University's Office of Public Archaeology has been in business for over 25 years, but no public institution has had such an operation since the University of Utah moved to a different model of anthropology/archaeology graduate education in the early 1990s.

Utah State University Archaeological Services will be stationed on the Innovation Campus and will be directed by an Archaeological Project Director, a full-time, salaried professional staff position. On-campus, tenured, USU anthropology faculty will serve as Principal Investigators for projects during the start up phase and selectively thereafter. A staff of paid archaeological technicians, interns, and in some cases, credit bearing student technicians will conduct archaeology field projects, perform laboratory analysis, and prepare the reports required by state and federal regulations. Field activity will be at a height from March to October, with a scaled back analysis and reporting season during the winter during the start up phase.

Our funding request is for start up salary for the Project Director, office and lab space rental, equipment purchases, and a vehicle. We bring matching resources to the effort: We already own

much of the equipment needed to conduct archaeological survey and excavation. We have substantial experience in this field, having done over 50 CRM projects within the Anthropology Program. The Principal Investigator's time required on projects will be billed into the contracts we attract and do not require start-up funds. We already hold all state and federal permits for such work and have a client base that includes the Utah School and Institutional Trust Lands Administration, the Bureau of Land Management, the U.S. Forest Service, the Utah Division of Forestry, Fire, and State Lands, USU Departments in the College of Natural Resources, and occasional engineering firms, ranchers and others. An important component of our match is the donation of one of the two required vehicles by a private donor who is supportive of archaeology at Utah State University.

This enterprise will be an integral part of our proposed Master's degree program in archaeology. The process to initiate a graduate program begins Fall 2006 and the proposed CRM enterprise will begin after that process has proceeded far enough to gauge success. We will continue to solicit small CRM projects to ensure a continued client base and continued production of a trained student base. This proposal seeds the enterprise for the first year to enable effort to be directed toward expanding our client base and establishing our personnel and practices. F & A costs will be generated from the beginning. The enterprise will subsequently be self sustaining, and importantly have the requisite foundation to pursue growth. Our goal for a gross annual revenue stream is $350,000/year, and the enterprise can survive on a minimum of $200,000/year. Both estimates include full F&A rates for illustration.

BUDGET

Requested Funds
- Personnel. Archaeological Project Director. This person will direct the enterprise, including all field and lab work. It requires a Master's degree and experience.
- Office/lab space rental at Innovation Campus. Estimates are based on current space costs and enough space for office, lab, and storage. USU Archaeology also has labs on campus and other storage space off campus.
- Equipment. We own equipment to conduct archaeological surveys and mount full scale excavation by crews of up to 20. We own some computing equipment and analytical equipment such as scales and microscopes. Some of this can be shared with the new facility, but we cannot compromise our campus labs and computing facilities by founding this enterprise.
- Vehicles are essential to archaeology. They must be non-university owned (non Motor Pool) in order to be responsive to client needs. We require an SUV to transport up to 5 crew members and equipment and a pickup truck to transport up to 3 crew members and larger loads of equipment. Both must be 4-wheel drive.

In-Kind Matching Funds
- Principal Investigators time will be billed to new contracts attracted.
- Commitment by private donor for one of the required vehicles.
- Equipment already owned that can be shared with new enterprise: field equipment for excavation ($10,000), lab equipment ($1,000), computing equipment ($2,000).

Basis for Anticipated Revenue Streams

Utah State University has an 18 year history conducting Cultural Resource Management archaeology that secured over $1.3 million by tenured and tenure track faculty. Since 2000, faculty on 9 month appointments conducting CRM archaeology in the summer and at other times when possible and using small crews of undergraduate students have produced revenue streams from $35,000 - $60,000/year. During the 1990s when Utah State University had a tenure-track faculty member with a role allocating 50% of their time to CRM archaeology, the revenue streams consistently were in excess of $125,000/year and for several years were over $250,000/year. These revenue streams were produced by faculty who taught varying assignments of regular courses, but who had typical research and service roles for USU faculty. Most of the fieldwork was limited to the summer months and there was no participation by students at the graduate level in archaeology. This record, and projections of costs/revenues suggest a goal of $350,000/year for gross revenues and a minimum of $200,000 a year to maintain the enterprise. Utah is in a boom that demands cultural resource services and we will need to increase our client base over our past efforts to meet our goal. The start up funds will enable us to shift emphasis in that direction.

Budget

This budget funds six months for the Archaeological Project Director, 1 year for rent, equipment and the second required vehicle.

Project Director 6 months @ $40,000/year + 42% benefits   = $28,400
Space rental 1 year @ $1K/month   = $12,000
Equipment   = $15,000
Vehicle (used)   = $25,000

Total Request from Innovation Fund   = $80,400

Appendix F:

To: Patricia Lambert, Anthropology Program Director

From: Steven Harris

Re: Library Resources for Proposed Master of Science in Anthropology with a Specialization in Archaeology and Cultural Resource Management.

The Merrill-Cazier Library could adequately support a masters degree in anthropology with a specialization in archaeology and cultural resource management. Although not especially strong in this area, the library collections generally have good coverage for anthropology. The library strengths in folklore lend support to many of the cultural resource interests of the department. The collection does not have great depth in the areas of archaeology and museum studies, but should be adequate for the proposed program. Graduate students should be able to conduct general research with the resources available in the Library. Some additional demand will likely placed on interlibrary loan.

Of 167 journal subscriptions currently available the Department of Sociology, Social Work and Anthropology, approximately one third serve anthropology subject interests. Several dozen additional anthropology and archaeology journals are available through package subscriptions and journal aggregators. The program would be well served by the addition of a few more journal subscriptions in archaeology. Journals in this area are quite inexpensive. As little as $500-$800 ongoing funds could actually improve the collections significantly.

The major journal index in the area, *Anthropological Literature*, is available to the USU community. The Library also subscribes to *Anthrosource*, an online archive of journals from the American Anthropological Association. The Library subscribes to the Ethnography Collection of the Human Relations Area Files (HRAF), but not the Archaeology Collection.

The USU book collections for anthropology, as a percentage of our total holdings, are comparable with our peers (plus the University of Arizona and the University of Utah). Again, the archaeology area is somewhat weaker, particularly for prehistoric archaeology. Some targeted retrospective book buying would be valuable. A one-time addition of approximately $5,000 would do a great deal to improve the current state of the book collection. The ongoing need to maintain the subject of archaeology could draw money away from other anthropology areas in the book budget. Maintaining an up-to-date book collection might actually be more expensive than maintaining additional journals. An additional $1,000 ongoing for books would likely be adequate to keep the collection relatively current.

Appendix G:
Anthropology and Museum Journals Accessible Through Merrill-Cazier Library (*dedicated archaeology journals, +substantial archaeological content, ^some archaeological content).

Anthropology Journals:
American Anthropologist+
American Antiquity*
American Ethnologist^
American Journal of Archaeology and the History of Fine Arts*
American Journal of Archaeology*
American Journal of Physical Anthropology+
Ancient Biomolecules (1996-2002)*
Ancient Civilizations from Scythia to Siberia*
Ancient Egypt*
Anthropologica^
Anthropological Quarterly^
Anthropological Review (1863-1870)^
Anthropological Theory
Anthropology
Anthropology and Archaeology of Eurasia*
Anthropology and Education Quarterly^
Anthropology and Humanism^
Anthropology and Medicine
Anthropology of Consciousness
Anthropology of Work Newsletter
Anthropology of South Africa^
Anthropology Newsletter+
Anthropology Science Journal of the Anthropological Society of Nippon+
Anthropology Today
Antiquity*
Archaeological Prospection*
Archaeology*
Archaeology of Oceania*
Archaeometry*
Critique in Anthropology^
Cross-cultural Research^
Cultural Dynamics
Cultural Resource Management*
Cultural Studies
Current Anthropology+
Ethnology
Ethnohistory^
Ethnos
Ethology
Ethology and Sociobiology (thru 1996)

European Journal of Archaeology*
Evolution and Human Behavior+
Evolutionary Ecology+
Evolutionary Psychiatry
Field Methods^
Historical Archaeology*
International Journal of Osteoarchaeology*
International Journal of Remote Sensing+
Journal of Anthropological Archaeology*
Journal of Anthropological Research+
Journal of Archaeological Method and Theory*
Journal of Archaeological Research*
Journal of Archaeological Science*
Journal of California and Great Basin Anthropology+
Journal of Human Evolution+
Journal of Linguistic Anthropology^
Journal of Material Culture*
Journal of Social Anthropology
Journal of World Prehistory*
L'Anthropologie*
Latin American Antiquity*
Museum Anthropology+
Plains Anthropologist*
Qualitative Research
Southeastern Archaeology*
Southwestern Lore+
Space and Culture
The Anthropological International Journal of Contemporary and Applied Studies of Man
The Anthropological Review
The Kiva*
Time and Society
Utah Archaeology*
World Archaeology*

Recommended Archaeology Journal Additions:
Current Research in the Pleistocene

Relevant Museum Journals:
Museum
Museum Archivists
Museum International
Museum Magazine
Museum News
Museum of the Fur Trade Quarterly
Museum Studies

Appendix H: RPA Standards and Application Form

Standards of Research Performance

The research archaeologist has a responsibility to attempt to design and conduct projects that will add to our understanding of past cultures and/or that will develop better theories, methods, or techniques for interpreting the archaeological record, while causing minimal attrition of the archaeological resource base. In the conduct of a research project, the following minimum standards should be followed:

- The archaeologist has a responsibility to prepare adequately for any research project, whether or not in the field. The archaeologist must:

1.1   Assess the adequacy of her/his qualifications for the demands of the project, and minimize inadequacies by acquiring additional expertise, by bringing in associates with the needed qualifications, or by modifying the scope of the project;

1.2   Inform herself/himself of relevant previous research;

1.3   Develop a scientific plan of research which specifies the objectives of the project, takes into account previous relevant research, employs a suitable methodology, and provides for economical use of the resource base (whether such base consists of an excavation site or of specimens) consistent with the objectives of the project;

1.4   Ensure the availability of adequate and competent staff and support facilities to carry the project to completion, and of adequate curatorial facilities for specimens and records;

1.5   Comply with all legal requirements, including, without limitation, obtaining all necessary governmental permits and necessary permission from landowners or other persons;

1.6   Determine whether the project is likely to interfere with the program or projects of other scholars and, if there is such a likelihood, initiate negotiations to minimize such interference.

- In conducting research, the archaeologist must follow her/his scientific plan of research, except to the extent that unforeseen circumstances warrant its modification.

- Procedures for field survey or excavation must meet the following minimal standards:

3.1   If specimens are collected, a system for identifying and recording their proveniences must be maintained.

3.2   Uncollected entities such as environmental or cultural features, depositional strata, and the like, must be fully and accurately recorded by appropriate means, and their location recorded.

3.3   The methods employed in data collection must be fully and accurately described. Significant stratigraphic and/or associational relationships among artifacts, other specimens, and cultural and environmental features must also be fully and accurately recorded.

3.4   All records should be intelligible to other archaeologists. If terms lacking commonly held referents are used, they should be clearly defined.

3.5   Insofar as possible, the interests of other researchers should be considered. For example, upper levels of a site should be scientifically excavated and recorded whenever feasible, even if the focus of the project is on underlying levels.

- During accessioning, analysis, and storage of specimens and records in the laboratory, the archaeologist must take precautions to ensure that correlations between the specimens and the field records are maintained, so that provenience contextual relationships and the like are not confused or obscured.

- Specimens and research records resulting from a project must be deposited at an institution with permanent curatorial facilities, unless otherwise required by law.

- The archaeologist has responsibility for appropriate dissemination of the results of her/his research to the appropriate constituencies with reasonable dispatch.

6.1   Results reviewed as significant contributions to substantive knowledge of the past or to advancements in theory, method or technique should be disseminated to colleagues and other interested persons by appropriate means such as publications, reports at professional meetings, or letters to colleagues.

6.2   Requests from qualified colleagues for information on research results directly should be honored, if consistent with the researcher's prior rights to publication and with her/his other professional responsibilities.

6.3   Failure to complete a full scholarly report within 10 years after completion of a field project shall be construed as a waiver of an archaeologist's right of primacy with respect to analysis and publication of the data. Upon expiration of such 10-year period, or at such earlier time as the archaeologist shall determine not to publish the results, such data should be made fully accessible to other archaeologists for analysis and publication.

6.4   While contractual obligations in reporting must be respected, archaeologists should not enter into a contract which prohibits the archaeologist from including her or his own interpretations or conclusions in the contractual reports, or from a continuing right to use the data after completion of the project.

6.5   Archaeologists have an obligation to accede to reasonable requests for information from the news media.

Long Application for RPA Registration

Please Print out this form and mail it to the address below

Section 1: Cover Sheet

Name: ☐ Dr. ☐ Ms.. ☐ Mr. [＿＿＿＿＿＿＿＿＿＿]

Address: [＿＿＿＿＿＿＿＿＿＿]

Address: [＿＿＿＿＿＿＿＿＿＿]

City/State/Zip: [＿＿＿＿＿＿＿＿＿＿]

Phone: [＿＿＿＿＿]

Fax: [＿＿＿＿＿]

Email: [＿＿＿＿＿＿]

Checklist (of material required for an application):

☐   Original signed application and **four copies**.

The application includes four sections, all of which must be completed:

- Section 1: Cover Sheet

- Section 2: Educational Requirements

- Section 3: Execution of an Archaeological Study

- Section 4: Field and Laboratory Experience Requirement

☐   **$35 non-refundable application fee** (waived if you have graduated with advanced degree within last 6 months)

☐   **Annual registration fee of:**
- $45 for persons who are members of a sponsoring group or organization such as AAA, AIA, SAA or SHA
- $125 for persons without such affiliation

☐   Title page, Abstract, and Table of Contents of thesis, dissertation or report(s) (4 copies)

☐   Transcripts or other proof of the graduate degree (claimed in Section 2 of this application) (4 copies)

☐   Curriculum vitae (4 copies)

Agreement

The applicant, [＿＿＿＿＿＿＿＿＿＿] **(type or print name here) agrees and acknowledges that after registration she/he will be bound by the**

- For all conduct occurring during the period she/he is registered, including the period her/his application is pending, and

- For all conduct occurring during such periods as the applicant identifies herself/himself as a Registered Professional Archaeologist (RPA).

In the event that the applicant is denied registration, she/he agrees to be bound by the appeals procedure in the Bylaws.

The applicant agrees and acknowledges that any investigation and all communications and related activities that may be conducted by the Register or its agents in connection with disciplinary proceedings are privileged and non-actionable because they are conducted in the performance of the Register's professional responsibilities.

In addition, the applicant agrees that the Register may, at its sole discretion, publish and distribute the results of any disciplinary proceedings to RPAs and other interested individuals, business entities, private or governmental agencies, or the media. In addition, the applicant agrees that the register may conduct investigations of alleged violations by the applicant of the Code of Conduct and/or Standards of Research Performance, and may take and engage in such actions, communications, and activities as are reasonably necessary for the purpose of such investigations.

Signature:
_____**(Required)**

Date: _____

Section 2: Educational Requirements

Advanced Degree(s): The applicant must have an advanced degree (such as an M.A., M.S., Ph.D., or D.Sc.) from an accredited institution in archaeology, anthropology, art history, classics, history, or other germane discipline with a specialization in archaeology. **<u>Four photocopies</u>** of a diploma or a transcript that indicates award of the degree must be included with this application.

Degree: _____

Field: _____

Degree Date: _____

Institution: _____

Committee Chair: _____

Section 3: Execution of an Archaeological Study

The applicant must have designed and executed an archeological study and have reported on that research in the form of a master's thesis, Ph.D. dissertation or report (or several smaller reports that together are) equivalent in scope and quality to a master's thesis or

Ph.D. dissertation. A purely descriptive report, however long, is not considered equivalent. The thesis, dissertation, or report must show a substantive data analysis by the applicant directed toward an explicit archaeological research problem.

Please list the relevant thesis or dissertation below with complete bibliographic information, including title, institution, and date*.

Please include **4 copies** of the title page, table of contents, and abstract.

Thesis/Dissertation Title:

Date:

Instituion:

OR

Please list the relevant report(s) below with complete bibliographic information, including date* and either place of publication or institution/agency where submitted.

Please include **4 copies** of the title page, table of contents (if present), and abstract for each report.

Report(s) Title:

Date:

Instituion:

Section 4: Field and Labratory Experience

The applicant must document a minimum of one-year (52 weeks) of field and laboratory

experience, gained in blocks of at least 4 weeks duration, distributed as stipulated in sections 4.1, 4.2, and 4.3 below. [Note: In some instances it may be difficult for archaeologists to fully reconstruct their field and laboratory experience. In such cases, and in others in which career-related experience may have provided comparable preparation, the applicant may list and briefly describe projects that together provide at least one year of experience in survey, excavation, and laboratory processing/analysis. This must include the minimum of 16 weeks of work in the field (of which at least 8 are in excavation), 16 weeks in the laboratory, and 20 weeks in a responsible supervisory capacity. Survey projects that involved testing or oversight of major projects requiring research design and responsibility for quality control are examples of experience that would satisfy the field requirement. For each project, indicate the duration and nature of one's involvement, name the project director or supervisor, and cite any relevant publication.]

4.1

Supervised Field Experience. The applicant must document 16 weeks of supervised excavation/testing and survey experience, of which no more than 8 weeks can be *surface* survey. The experience must have been done under the supervision of an RPA or an archaeologist who meets the requirements to be a Registered Professional Archeologist.

1. Supervised Excavation. Please list experience (for a minimum of 8 weeks in 4 week blocks) including project title, supervisor (see requirements), dates, and duration (in weeks).

Project Title:

Supervisor:

Dates:

Duration (in weeks):

2. Supervised Survey Experience. Please list experience (for a maximum of 8 weeks in 4 week blocks) including project title, supervisor (see requirements), dates*, and duration (in weeks).

Project Title:

Supervisor:

Dates:

Duration (in weeks):

Total number of weeks listed under section 4.1 (minimum 16 weeks):

4.2

Supervised Laboratory Experience. The applicant must document 16 weeks of supervised laboratory experience. The experience must have been done under the supervision of an RPA or an archaeologist who meets the requirements to be a Registered Professional Archaeologist. Laboratory experience is defined as processing, cataloging, analyzing, and curating archaeological collections; analyzing archaeological field records (e.g., of architecture, features, stratigraphy, settlement patterns); or archival research on primary historical documents related to an archaeological project (which is not equivalent to ordinary library research).

Please list by including type of lab work, supervisor, dates*, and duration (in weeks).

Lab Work:

Supervisor:

Dates:

Duration (in weeks):

Total number of weeks listed under Section 4.2 (minimum 16 weeks):

4.3

Supervisory Research Experience. The applicant must have 20 weeks experience in supervising the conduct of excavation/testing, survey, and/or laboratory work. Supervisory and supervised experience may have been gained at the same time (e.g., as a crew chief working under the supervision of a field director), but such experience cannot be counted in more than one section of this application. Please indicate if the work is excavation, survey, or lab work. Also, indicate the institution and location of the supervisory experience along with dates* and duration (in weeks).

Type of Work:

Project Title:

Dates:

Duration:

Total number of weeks listed under Section 4.3 (minimum 20 weeks):

*In cases where the exact dates are unknown, and estimate will suffice.

Total number of weeks listed under Section 4 (minimum 52 weeks):

This Application Must be Accompanied by a Signed Cover Sheet (Section1)

Applications submitted <u>must be accompanied by</u> a check for the $35 Application Fee payable to the Register of Professional Archaeologists <u>and</u> a check for the $45 Registration Fee also payable to the Register of Professional Archaeologists.

Your fees may be deductible as an ordinary and necessary business expense, and are not deductible as a charitable contribution.

Mail 4 copies of your completed application to:

**Register of Professional Archaeologists
5024 Campbell Blvd., Suite R
Baltimore, MD 21236-5974**

Appendix I:
Letters in Support of the Proposed Master's Program

1.) Kenneth Wintch, Lead Staff Archaeologist, State of Utah School and Institutional Trust Lands Administration

2.) Matthew Seddon, Archaeologist, State of Utah, Division of State History

3.) Alan Schroedl, Senior Consultant, P-III Consultants (Private CRM firm in Utah)

4.) Dr. Linda Eaton, Professor of Anthropology and Chair, Department of Sociology and Anthropology, Weber State University

5.) Dr. Brooke Arkush, Professor of Anthropology (Archaeology), Weber State University

6.) Dr. Elizabeth Cashdan, Professor and Chair, Department of Anthropology, University of Utah

7.) Dr. Mary Hubbard, Professor and Dean, College of Science, USU

October 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

The following has been submitted by Weber State University (WSU) for consideration by the Regents on the Consent Calendar of the Programs Committee.

<u>Request</u>: The Department of Teacher Education at Weber State University proposes to rename its current Composite Elementary/Special Education major to Special Education (mild to moderate). The name change and course realignment better reflect the content of the program and will facilitate more timely graduation of students seeking licensure in special education. Those wishing to earn both a special education and elementary license will still be able to do so.

The primary goal of the major is to prepare pre-service educators to meet the standards specified by the Utah State Office of Education for teaching and working with special needs children with mild to moderate disabilities in grades K-12. The program emphasizes typical and atypical child development, communication skills, creating effective instructional programs and learning environments, family interaction, understanding cultural diversity, and working in collaborative teams. In addition, the program provides students with specific skills related to assessment, educational planning, pedagogy, and behavioral interventions. Emphasis is given to the development and evaluation of individual education programs (IEP) based on validated practices.

<u>Need</u>: Teaching content areas are rated each year by the Utah State Office of Education criticality index. Special Education (mild to moderate) is consistently rated at the top of the index, usually 4.1 points out of 4.9. This indicates that more special educators are needed.

<u>Institutional Impact</u>: There will be no impact on the institution due to this change. WSU currently has four full-time tenured or tenure-track faculty with doctoral degrees in special education areas who teach the courses specified in the program. There is no anticipated change in the need for faculty or additional resources. It is anticipated that the change will allow students to graduate in a more timely manner.

Course changes as specified in the proposal will not impact faculty load, nor will it impact other programs within the department or college. No other colleges offer courses that are similar and therefore will not be impacted by these changes.

Finances: No additional resources will be needed to implement the proposed changes.

<u>Recommendation</u>

<u>The Commissioner recommends approval of the item on the Program's Consent Calendar as noted.</u>

William A. Sederburg
Commissioner of Higher Education

WAS/amh

October 24, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

A. *Utah Valley University – Reconfigure: Department of Management and Department of Marketing from Department of Business Management*

<u>Request</u>: The Woodbury School of Business at Utah Valley University (UVU) has divided the Department of Business Management into the Department of Management and the Department of Marketing.

<u>Need</u>: Currently, there are three departments in the School of Business: Accounting, Business Management, and Finance and Economics. Business Management is the largest department with 22 faculty and seven disciplines.

Now that the School of Business has a narrower focus on the core business disciplines, it is appropriate to divide the Department of Business Management. The main reason is to give two smaller departments the opportunity to focus more directly on key growth and development areas. Second, this division spreads the administrative load between the two departments. Third, it provides for a more focused allocation of financial resources.

The two new departments are the Department of Management and the Department of Marketing. The Department of Management will include Entrepreneurship, Human Resources, International Business, Hospitality Management, and Management and Organizational Behavior; there are 12 faculty for this department. The Department of Marketing will include Business Communication and Marketing; there are 10 faculty for this department.

<u>Institutional Impact</u>: The faculty has been assigned to these departments based on areas of expertise. An interim department chair has been appointed until a new chair is selected. Office space for the new department is available. No additional equipment or furnishings are needed.

<u>Finances</u>: The cost of this division is approximately $23,000. This includes a stipend, reassigned time, and a summer appointment for the new department chair and the reclassification of the administrative assistant for the new department. These costs are covered by the Woodbury School of Business through a reallocation of funds and one-time monies. Operating expenses for the new department come from a division of the budget currently held in the Department of Business Management.

    B.   *Weber State University*

        i.   *New Automotive Technology Emphases: Field Service Operations, Advanced Vehicle Systems, Collision Repair, and Insurance Management*

<u>Request</u>: Weber State University requests a modification in the bachelor's degree program in Automotive Technology to add three emphases: Field Service Operations; Advanced Vehicle Systems; or Collision Repair and Insurance Management. WSU anticipates offering this emphasis starting Spring 2008.

The bachelor's degree in Automotive Technology is designed to prepare graduates for employment in a wide variety of automotive related industries including field service operations, fleet management, and technical support activities. To cover the broad range of knowledge and skills that these industries require, the new emphases will prepare students for these careers.

The three emphasis areas have a common core of 22 credit hours following automotive technology courses beyond the associate's degree. Each of the emphases has 21 or 22 credit hours in addition to the core.

<u>Need</u>: Automobiles and the automotive industry are constantly changing because of U.S. Environmental Protection Agency (EPA) emissions regulations, National Highway Traffic Safety Administration (NHTSA) requirements, Federal Motor Vehicle Safety Standards (FMVSS), Corporate Average Fuel Economy (CAFE) regulations, and customer demand for more fuel efficient vehicles. Recently enacted fuel economy and alternate fuel regulations are forcing even more changes in the automotive industry.

The B.S. degree in Automotive Technology is a 2 + 2 program that builds upon a 2-year technical degree by adding higher-level technical, managerial, sales, and customer service skills. Utilization of professional publications, the ability to work in a team environment, professional technical presentation techniques, research and practice of advanced automotive topics, and awareness of automotive standards, laws, and regulations are required for proper employment preparation. The classes for this degree will mainly be offered in the evening and online to meet the needs of people already working in the industry.

WSU's automotive department is one of only four universities in the country that prepares graduates for employment in the automotive corporate environment by offering a baccalaureate degree in the field. Many major automobile manufacturers recruit WSU students and graduates for internship positions and full-time employment.

The Automotive Technology B.S. degree national advisory committee, which is comprised of 30 automotive industry representatives/employers, has been part of the program revision process from the start. Their input included everything from defining the learning outcomes to approving the courses that will address those outcomes.

<u>Institutional Impact</u>: The creation of the new emphases is expected to increase enrollment in the program. Additional adjunct faculty will be required to teach in the program. The program presently has eight full-time faculty. Less than 16 percent of instruction is done by adjunct faculty, so the use of additional adjunct faculty will not adversely impact the program. Because this change is a modification to an already existing degree, it will have no affect on existing administrative structures.

<u>Finances</u>: The estimated cost for adjuncts needed to teach all three emphases is estimated to be $11,700 and will be covered through internal reallocation within the college.

ii. *Emphasis Name Change: Mammography Emphasis in the Advance Radiologic Sciences Program to Women's Imaging*

<u>Request</u>: This request by Weber State University is to rename the Mammography emphasis in the Advance Radiologic Sciences Program in the Department of Radiologic Sciences to Women's Imaging.

<u>Need</u>: The term "mammography" no longer represents the scope of practice in imaging the female patient. The standard, all-inclusive term is "women's imaging." This emphasis would include such procedures as mammography, breast sonography, and bone densitometry. By combining these three areas, graduates will have more opportunities for employment, increased salary, and more career flexibility.

<u>Institutional Impact</u>: The renaming of this emphasis in Advance Radiologic Sciences will have no impact upon enrollments in any program as this is just repackaging existing courses. There will be no affect on the existing administrative structures. No new facilities will be required.

<u>Finances</u>: Because the Department of Radiologic Sciences already has everything in place to support the emphasis in Women's Imaging, there will be no increase in program cost.

C. *Dixie State College – New Communication Emphasis: Organization and Leadership*

<u>Request</u>: Dixie State College of Utah (DSC) requests offering a new Organization and Leadership emphasis within the Communication Bachelor of Science degree. The new emphasis is designed to be offered in an adult completion degree format. DSC anticipates offering this emphasis starting Fall 2008. This emphasis was approved by the DSC institutional Board of Trustees on May 2, 2008.

This Organization and Leadership emphasis incorporates 88 percent of the core courses for the DSC Communication degree and targets the employed learner in Washington and Kane Counties. It provides a set of communication and business courses that are aimed at refining the ability of graduates to lead, contribute, and compete in an increasingly complex business world. This program responds to the needs of the employed learner by providing a career-focused learning path, including consecutive rather than concurrently delivered coursework.

This program is an adult bachelor's degree completion emphasis, which responds to the needs of the employed learner by providing a career-focused education in organization and leadership. All students must first complete an associate's degree or equivalent before they are accepted into the program; no one with less than 60 credits will be accepted. Credits for experiential learning may be granted (DSC policy 5.15) if the student meets the proper qualifications, but these credits can only be used as lower-division elective credits and cannot be used to fill general education requirements. It is assumed that students in

this program have completed their general education requirements. If these have not been completed, prospective enrollees will need to complete these prior to entering the program.

Consistent with the nature of the intended student target population, this program will be coordinated and facilitated through the Division of Adult Studies. The responsibility for the design and integrity of this Organization and Leadership adult completion emphasis will remain with the Communication Department which offers the Communication degree and provides the majority of the coursework for this emphasis. The faculty for this degree will primarily be drawn from the Communication Department but will be augmented by faculty from both the English and the Business Departments.

After 25 students have registered, students will proceed as a cohort through successive courses for 18 months, culminating in their degree. Coursework will focus on Business and Professional Communication (written and oral), Professional Ethics, Intercultural and Organizational Communication, Small Group/High Performance Teams, Leadership, Management, Conflict and Negotiations/Bargaining, Public Relations, and Research Methods and Applications. A final research project is also required. Previous upper-division coursework in any of these content areas can be transferred and receive credit toward or in lieu of any of these content blocks and/or courses.

While most of the courses needed to complete this Organization and Leadership emphasis exist, the structure and approach for each class will have to be adapted to meet the cohort's hours available.

Need: One of the central missions specifically assigned to DSC is to meet the higher education needs of Washington and Kane County citizens. In order to support the economic future of the region and provide individuals with opportunities for personal development, citizens in southwest Utah need local opportunities to earn bachelor's degrees in a broad range of academic disciplines. The current completion rate of bachelor's degrees for citizens in the DSC service area, among the lowest in the nation, needs special attention. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7 percent in the 25- to 34-year-old age group. As a point of reference, the national rate for the same group is 29.9 percent, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5 percent (http:factfinder.census.gov).

Access to higher education in the geographic region is demonstrably a limiting factor in educational attainment. While Washington County citizens have low baccalaureate achievement rates, their rate of starting college or attaining associate's degrees is above the national average. The education offered in the area tends to be the education attained. Present educational opportunities in Washington County are not adequate. Access to a full range of baccalaureate programs is crucial to this economically important part of the state, a region that is home to one of the fastest growing metropolitan areas in the nation. Access to flexible degree programs to meet the needs of under-educated working adults is an important component in a strategy that will, among other things, require an effective public relations program aimed at persuading an education-deficient population to come to college.

As indicated before, this degree aims at a unique market because it targets the already-employed student. Most of these potential students are already working but need a bachelor's degree to advance in their chosen career. Many of these may already own their own business, but a baccalaureate education will enhance their business and improve the marketing of their products.

Therefore, the question is not, are there jobs for graduates with this degree, but rather, is there an undereducated public ready to take advantage of this degree. In a recent study[1] conducted through the Washington County School District, parents were surveyed as to their own educational attainment. While this survey does not necessarily represent the entire county population, the 2,153 respondents clearly indicate a large population base with less than a bachelor's degree. Additionally, as indicated in the U.S. Census Bureau's 2005 American Community Survey, 87.4 percent of the county's 25- to 34-year-old age group does not have a bachelor's degree.

Washington County is growing. It is the fastest growing metropolitan area in Utah and the second fastest growing in the U.S. Population estimates for the end of the next decade are 200,000.[2] Non-farm annual job growth in Washington County is 10.2 percent, second-highest in the state behind only Tooele County at 11.5 percent.[3] This is well above the statewide average of 4 percent and the national average of just under 3 percent for the year 2005.[4] DSC is the sole state institution of higher education located in the county.

The Utah Department of Workforce Services (DWS), reports that the projected skills in the highest demand for new hires in Utah all relate to Organization and Leadership. In fact, of the top 16 skills in demand, 14 are an integral part of the Organization and Leadership curriculum. Altogether, DWS estimates a demand of 57,920 new hires over the 10-year period from 2002–12 for people with these specific skills.[5]

DWS also reports data by occupations that show projections for Utah job opportunities (employment estimates, annual openings) in each of the recognized occupation categories. In those categories related to Organization and Leadership that require persons with bachelor's degrees, DWS estimates a demand of 1,550 new hires per year over a 10-year period from 2004–2014[6]. .

DSC officials realize that it will take a major marketing effort to make potential students aware of the degree and help them to see how it can benefit them. However, since the degree is self-funding and since the degree will not begin course offerings until a cohort has registered, neither DSC nor the state is jeopardized by offering the degree. As enrollments build and the demand for the degree increases, faculty and staffing can be provided from the funds received.

The benefits to this emphasis are wide and varied, and include the following:
- It helps DSC and USHE fulfill their missions.
- It responds to and helps fulfill the needs of the community and many of the employed adult learners within the community.
- It has a flexible schedule and mode of delivery to provide an opportunity for those students who are "trapped" by their work schedule so they can continue their education.
- It shortens the overall time to completion because of the continuous cohort format.
- It provides an opportunity for those completing the program to improve their standard of living.

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[1] Office of Institutional Research @ Dixie State College – Washington County School and Community Survey 2006.
[2] Source: Utah Population Estimates Committee; Utah Governor's Office of Planning and Budget.
[3] Source: Utah Department of Workforce Services; U.S. Bureau of Labor Statistics.
[4] Source: Utah Department of Workforce Services.
[5] Source: Projected Demand for Skills for Employment, Utah Department of Workforce Services.
[6] Source: Utah Occupational Projections 2004–2014 for the following occupational categories: Advertising, Marketing Promotions, Public Relations, and Sales Managers (SOC 11-2000); Operations Specialties Managers (SOC 11-3000); and Business Operations Specialists (SOC 13-1000).

Institutional Impact: After careful reflection by administration and affected DSC faculty, this proposed emphasis is not anticipated to negatively impact either the Business or Communication Department enrollments, nor will it negatively impact other degree offerings at DSC. With this emphasis being self funding and offered in the evenings, traditional students enrolling in degree programs at DSC are not likely to become involved. Likewise, with enrollees required to have an associate's degree or its equivalent, the emphasis will not negatively impact lower-division general education offerings. However, it may increase some enrollments in evening general education offerings by prospective students completing the last of their general education requirements in order to enroll in the Organization and Leadership emphasis.

Administration of the degree will add some load to administrators and staff in both the Continuing Education School and the Communication Department. Initially DSC anticipates that current administration and staff will absorb the load. However, as the program grows, careful attention will need to be paid to this load. DSC anticipates hiring two new full-time faculty and one lecturer/advisor to assist with the teaching of this emphasis. The lecturer/advisor will likewise pick up a substantial portion of the support requirements for each cohort. Recognizing that this degree completion program is designed to be self supporting, the revenues generated from tuition will be used to cover the costs of these hires.

The introduction of this evening program should enhance the utilization of space during a time of day/night when the physical facilities are not fully employed. This should assist DSC in more efficient use of the resources provided. Because of the nature of the courses involved in this emphasis, no additional equipment will be needed beyond that supplied in the classrooms already on campus. Additionally, the online infrastructure is already in place to support this degree approach.

Finances: This program is unique in that it is self-supporting and meets the educational needs of a rapidly expanding public. The anticipated expenditures and revenues for this adult degree completion program in Organization and Leadership leading to a baccalaureate degree in Communication are as follows:

One hundred percent of the program revenue will be generated by the students, who will pay an anticipated $12,000 in tuition for the entire program. Implementation of this degree program will not require reallocation. There will not be a negative impact on any budget.

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	25	50	50	50	50
Cost Per FTE					
Student/Faculty Ratio	12.5	16.7	16.7	16.7	16.7
Projected Headcount	25	50	50	50	50
Projected Tuition					
Gross Tuition					
Tuition to Program	$300,000	$600,000	$600,000	$600,000	$600,000

5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	99,000	158,000	158,500	158,500	158,500
Benefits	39,000	64,500	64,500	64,500	64,500
Total Personnel	130,000.00	215,000	215,000	215,000	215,000

Current Expense	12,000	14,000	14,000	14,000	14,000
Travel					
Capital	5,000	5,000	5,000	5,000	5,000
Library Expense	10,000	5,000	5,000	5,000	5,000
Total Expense	$ 157,000	$ 239,000	$239,000	$239,000	$239,000
Revenue					
Legislative Appropriation	0	0	0	0	0
Grants	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	$300,000	$600,000	$600,000	$600,000	$600,000
Total Revenue	$300,000	$600,000	$600,000	$600,000	$600,000
Difference					
Revenue-Expense	$ 143,000	$361,000	$361,000	$ 361,000	$361,000

<u>Recommendation</u>

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

_____

William A. Sederburg
Commissioner of Higher Education

WAS/AMH

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>UESP – Policy Revision *R685, Utah Educational Savings Plan Trust*</u>

<u>Issue</u>

It is necessary to update Regents Policy regarding the Utah Educational Savings Plan Trust (UESP) to bring it into conformity with existing practice.

<u>Background</u>

Over the last several years, UESP's laws and materials have been updated and made more complete and descriptive. This existing policy is substantially out of date with current practice and needs to be replaced. The proposed policy conforms to UESP's state law, disclosure documents and current practices. The proposed policy is attached. A copy of the existing policy is also attached for your information.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the revised policy R685, Utah Educational Savings Plan Trust.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/LNW
Attachment

R685, Utah Educational Savings Plan Trust

R685-1. Purpose
Under authority granted by Congress in Internal Revenue Code (IRC) Section 529, the Utah State Legislature established the Utah Educational Savings Plan (UESP) to encourage Utah families to save for the costs of higher education. UESP promotes participation through a campaign of easy access and simple requirements. Dedicated to providing quality investment choices and excellent customer service, UESP aims to attract both Utahns and non-Utahns to the program to achieve economies of scale.

R685-2. References
2.1. Utah Code Title 53B, Chapter 8a (Utah Educational Savings Plan Trust)
2.2. Utah Code Title 67, Chapter 16 (Utah Public Officers' and Employees' Ethics Act)
2.3. Utah Code Title 51, Chapter 7 (State Money Management Act)
2.4. Utah Code Title 59, Chapter 10 (Individual Income Tax Act)
2.5. Utah Code Title 59, Chapter 7 (Corporate Franchise and Income Taxes)
2.6. Internal Revenue Code, Section 529
2.7. UESP Program Description

R685-3. Definitions
Program Description: A booklet describing UESP, its investment options, rules and requirements for participation, and legal disclosures.

R685-4. Policy
UESP provides account owners and prospective account owners with a Program Description. This document contains information individuals should know before participating with UESP, including appropriate investment disclosures.

The Program Description incorporates applicable federal and state law requirements, as well as other relevant rules. UESP operations are in accordance with these requirements. Account owners must sign an account agreement, which is considered a contract and incorporates the Program Description.

UESP respects the customer's right to privacy and recognizes its obligation to keep information secure and confidential. UESP does not disclose any non-public personal information about its customers or former customers to anyone, except as permitted by law.

R685-4. Governance
UESP regularly reports to the Utah Higher Education Assistance Authority Board. Specifically, UESP reports on its status, growth, standing in the industry, outreach efforts, and periodically provides investment option analysis.

R685, Utah Educational Savings Plan Trust

R685-1. Purpose

To provide rules for the administration and operation of the Utah Educational Savings Plan Trust established by Utah Code Title 53B, Chapter 8a.

R685-2. References

2.1. Utah Code Title 53B, Chapter 8a (Utah Educational Savings Plan Trust)

2.2. Utah Code Title 67, Chapter 16 (Utah Public Officers' and Employees' Ethics Act)

2.3. Utah Code Title 51, Chapter 7 (State Money Management Act)

R685-3. Definitions

Many terms used in this rule are defined in Section 53B-8a-102. In addition, the following terms are defined by this rule.

3.1. The term **"Academic Period"** shall mean one semester or one quarter or an equivalent period for a vocational technical institution.

3.2. The word **"account"** shall denote the account in the program fund established and maintained under the trust for a beneficiary.

3.3. The term **"account balance"** shall mean the fair market value of an account as of the accounting date.

3.4. The term **"accounting date"** shall mean the date, not later than the last business day of each quarter as determined by the program administrator.

3.5. The term **"administrative fee or charge"** shall mean a fee charged by the trust authorized by 53B-8a-103(k), consisting of the following: ((i) an annual account maintenance fee payable to the administrative fund, deducted from the account assets held under the participation agreements of participants (but not deducted from the account assets of participants selecting option 1), not to exceed $50 annually; and (ii) a daily charge deducted from the assets of participants (but not charged to accounts of participants selecting option 1) in the program fund at a rate equivalent to an annual effective rate of not more than 0.50% ,no more than 0.25% of which shall be payable to the administrative fund, and no more than 0.25% of which shall be payable to the investment advisor for the trust.

3.6. The term **"dependent person"** shall mean a person who is unable to meet all of the criteria listed in subsection 3.8 of this rule.

3.7. The term **"domicile"** shall mean a person's true, fixed and permanent home. It is the place where the person intends to remain, and to which the person expects to return without intending to establish a new domicile elsewhere.

3.8. The term **"independent person"** shall mean a person who meets all of the following criteria. An independent person is one:

3.8.1. whose parent has not claimed such person as a dependent on federal or state income tax returns for the tax year preceding the date of a request to establish a vested participation agreement;

3.8.2. who demonstrates no financial dependence upon parent(s); and

3.8.3. whose parents' income is not taken into account by any private or governmental agency furnishing educational financial assistance to the person, including scholarships, loans, and other assistance.

3.9. "Investment options" shall mean the investment options available for selection by a participant at the time of enrollment or change of option. Investment risk under the options ranges from conservative to most aggressive. There are no guarantees regarding moneys invested under any option, either as to earnings or as to return of principal. The value of each participant account depends on the performance of the investments selected by the trust. Each participant assumes the investment risks associated with the investment option selected. Once an investment option is selected, a participant may not change to another investment option unless authorized by the Internal Revenue Service or Treasury as being in compliance with Section 529 of the Internal Revenue Code.

3.10. "Notice to Delay Trust Benefits" shall mean the form which a participant submits to the program administrator of the trust to delay benefits under a participation agreement.

3.11. "Notice to Adjust Payments" shall mean the form which a participant submits to the program administrator of the trust to change the payment amount or payment schedule of the participation agreement.

3.12. "Request to Substitute Beneficiary" shall mean the form which a participant submits to the program administrator of the trust to request the substitution of a beneficiary.

3.13. "Notice to Terminate Agreement" shall mean the form which a participant submits to the program administrator of the trust to terminate a participation agreement under the trust.

3.14. "Notice to Use Trust Benefits" shall mean the form which a participant submits to the program administrator of the trust to notify the trust of the date benefits are to begin and level of benefits to be paid.

3.15. The term **"parent"** shall mean one of the following:

3.15.1. A person's father or mother; or

3.15.2. A court-appointed legal guardian. The term "parent" shall not apply if the guardianship has been established primarily for the purpose of conferring the status of resident on a person.

3.16. The word **"payments"** shall denote the money paid by the participant to the trust under the participation agreement.

3.17. The term **"public treasurer"** shall mean the Assistant Commissioner for Student Loan Finance who has the responsibility for the safekeeping and investment of all trust funds.

3.18. The term **"qualified proprietary school approved by the board"** shall mean a proprietary school which is fully accredited by a regional accrediting association or commission, the Accrediting Commission for Career Schools and Colleges of Technology, or the Accrediting Council for Independent Colleges and Schools, for which the student loan cohort default rate most recently published by the U.S. Department of Education is less than 20 percent, and which has not been placed on a reimbursement basis for financial aid programs by the U.S. Department of Education or under any limitation, suspension, or termination action or letter of credit requirement from the U.S. Department of Education or a guaranty agency under the Federal Family Education Loan Program.

R685-4. Participant Eligibility

Purpose - Section 53B-8a-106 provides that the trust may enter into participation agreements with participants to effectuate the purposes, objectives and provisions of the trust. This rule establishes the eligibility criteria for a participant.

4.1. Participant Eligibility - A participant may be a resident of any state.

4.2. Participation Agreement - A participant shall execute a participation agreement with the program administrator that specifies the terms and conditions under which the participant shall participate in the trust.

4.3. Valid Social Security Number - A participant shall, on signing a participation agreement, provide the program administrator with his or her valid social security number.

R685-5. Beneficiary Eligibility

Purpose - Section 53B-8a-106 provides that a beneficiary of a participation agreement must be designated from date of birth through age 18 for the participant to receive Utah income tax benefits. This rule establishes the eligibility criteria for a beneficiary.

5.1. Beneficiary Eligibility - A beneficiary may be a resident of any state and may be any age. However, for a participant to subtract allowable investments from federal taxable income on a Utah income tax return, on the day the participation agreement is executed, the beneficiary must be younger than 19 years of age.

5.2. Proof of Age - A participant shall, on signing a participation agreement, provide the program administrator with proof of the beneficiary's age, in the form of a birth certificate or such other form as the program administrator may require.

5.3. Valid Social Security Number - A participant shall, on signing a participation agreement, provide the program administrator a valid social security number of the beneficiary.

R685-6. Payments and Payment Schedules

Purpose - Section 53B-8a-106 states that participant agreements shall require participants to agree to invest a specific amount of money in the trust for a specific period of time for the benefit of a specific beneficiary, not to exceed an amount determined by the board and not to exceed total estimated higher education costs as determined by the board. This rule provides for implementation of this provision.

6.1. Payment Schedule - A participant must specify a schedule for making payments according to a participation agreement. Acceptable payment schedules are, 1) weekly, 2) bi-weekly, 3) monthly, 4) annually, and 5) other.

6.2. Payment - A participant must specify a payment amount to be paid according to the payment schedule chosen by the participant. The specified payment amount must be at least twenty-five dollars.

6.3. Maximum Payments - The total of all payments made on behalf of a beneficiary into this trust and the supplemental trust enacted in Section 53B-8b may not exceed the cost of qualified higher education expenses for four years of undergraduate plus three years of graduate enrollment at the highest cost public or private institution authorized under the plan. Payments in excess of this maximum shall be returned to the participant. The maximum amount of investments that may be subtracted from federal taxable income under Subsection 59-10-114(2)(j) shall be $1,200 for each individual beneficiary for the 1996 calendar year and an amount adjusted annually thereafter to reflect increases in the Consumer Price Index.

6.4. Annual Adjustments - Annual adjustments to the maximum amount of payments allowable under a participation agreement in a given calendar year shall be published by the Trust program administrator prior to the beginning of that year.

6.5. Amendments - Payment amounts and payment schedules may be adjusted by submitting to the program administrator notice to adjust payments. No administrative fee may be charged to participants for such adjustments.

R765-685-7. Substitution of Beneficiary.

Purpose - Section 53B-8a-106 provides that beneficiaries may be changed subject to the rules and regulations of the board. This rule establishes the criteria for substituting one beneficiary for another.

7.1. Substitution - A participant may substitute a beneficiary at any time prior to the date of admission of any beneficiary of a participation agreement to an institution of higher education and may transfer funds to another beneficiary account at any time. The substitute beneficiary must be eligible for participation pursuant to section 5 of this rule, and be a member of the family of the beneficiary being substituted as defined in subsection 7.1.1 of this rule.

7.1.1. Member of Family - An individual shall be considered a member of a beneficiary's family only if such individual is:

7.1.1.1. an ancestor of such beneficiary;

7.1.1.2. a spouse of such beneficiary;

7.1.1.3. a lineal descendant of such beneficiary, of such beneficiary's spouse, or of a parent or grandparent of such beneficiary; or

7.1.1.4. the spouse of any lineal descendant described in subsection 7.1.1.3.

7.1.1.5. For purposes of the preceding sentence, a legal adoption shall be considered as though it establishes a blood relationship between an adopted child and parent.

7.2. Request - A participant may request that a beneficiary be substituted by submitting to the program administrator a request to substitute beneficiary. The request shall accompany evidence, as specified by the program administrator, that the proposed substitute beneficiary is a member of the family of the beneficiary.

R685-8. Cancellation and Payment of Refunds

Purpose - Section 53B-8a-108 provides that any participant may cancel a participation agreement at will. This rule establishes the criteria for canceling participation agreements and providing refunds.

8.1. Cancellation - A participant may at any time cancel a participation agreement, without cause, by submitting to the program administrator notice to terminate agreement.

8.2. Payment of Refund - If the participation agreement is canceled, the participant is entitled to a refund. The refund shall be mailed or otherwise sent to the participant within sixty days after receipt by the program administrator of notice to terminate the participation agreement. The amount of the refund shall be the total of all contributions made plus actual investment income (including capital appreciation or depreciation) on the contributions, up to the current account balance as adjusted for any market change.

8.3. Death or Disability of the Beneficiary, Receipt of a Scholarship, or Rollover Distribution - The participant is entitled to a refund of one-hundred percent of all payments made under the participation agreement plus all investment income which has been credited to the participant's account less any market loss and any amount paid by the trust for educational expenses of the beneficiary upon the occurrence of, 1) death of the beneficiary, 2) permanent disability or mental incapacity of the beneficiary, 3) receipt of a scholarship (or allowance or payment described in section 135(d)(1)(B) or (C) of the Internal Revenue Code) by the designated beneficiary to the extent the amount of the distribution does not exceed the amount of the scholarship, allowance, or payment, or 4) a rollover distribution to another program or account qualifying under Section 529 of the Internal Revenue Code. Under such circumstances, no administrative fee shall be charged.

8.3.1. Before a cancellation and refund due to the death of a beneficiary is made, a participant must provide the trust a copy of the beneficiary's death certificate or other proof of death acceptable under state law.

8.3.2. Before a cancellation and refund due to the disability or mental incapacity of a beneficiary is made, a participant must provide to the trust written certification from a qualified and licensed physician that the beneficiary cannot reasonably attend school.

8.3.3. Before a cancellation and refund due to the receipt of a scholarship, allowance or payment, a participant must provide to the trust written proof of the receipt by the beneficiary of a scholarship, allowance or payment and the amount thereof.

8.4. Refunds Reported - Funds that are refunded to a participant pursuant to this section shall be reported to the appropriate taxing authorities for the tax year in which such refund is made.

R685-9. Vested Participation Agreement

Purpose - Section 53B-8a-106 provides that the beneficiary of a vested participation agreement shall be considered a Utah resident for tuition purposes. This rule establishes the criteria for determining whether a participation agreement has vested.

9.1. Residency Requirement - An individual who has at any time been a resident of the State of Utah for at least eight continuous years and was designated as a beneficiary under a participation agreement for that entire eight year period, shall be deemed to have a vested

participation agreement, even if the beneficiary leaves the state prior to enrollment in an institution of higher education.

9.2. Proof of Residency - At any time following the expiration of the period of eight years of continuous residency by the beneficiary, either the participant or the beneficiary may submit to the program administrator evidence of the residency for the purpose of establishing the vested participation agreement.

9.2.1. Evidence submitted on behalf of a dependent person shall pertain to the domicile of either parent during the claimed period of residency. Evidence submitted on behalf of an independent person shall pertain to the domicile of such person during the claimed period of residency.

9.2.2. The determination of residency shall be based upon verifiable circumstances or actions. No single fact is paramount, and each situation shall be evaluated to identify those facts which are essential to the determination of domicile.

9.2.3. The following facts, although not conclusive shall have probative value in support of a claim for resident classification.

9.2.3.1. Full-time employment in Utah or transfer to an employer in contiguous area while maintaining domicile in Utah.

9.2.3.2. Filing of Utah resident income tax return for each applicable calendar year of claimed residency status.

9.2.3.3. Attendance as a full-time, nonresident student at an out-of-state institution of higher education while determined to be a resident of Utah.

9.2.3.4. Abandonment of a former domicile and establishing domicile in Utah with attendance at an institution of higher education following and only incidental to such change in domicile.

9.2.3.5. Payment of occupational taxes in Utah.

9.2.3.6. Payment of real property taxes in Utah.

9.2.3.7. Payment of intangible personal property taxes in Utah.

9.2.3.8. Ownership of real property in Utah, if the property was used as a residence during the claimed period of residency.

9.2.3.9. Long-term lease of housing during the claimed period of residency.

9.2.3.10. Utah automobile registration during the claimed period of residency.

9.2.3.11. Utah driver's license during the claimed period of residency.

9.2.3.12. Registration as a Utah voter during the claimed period of residency.

9.2.3.13. Corroborating affidavit of a non relative.

9.2.4. The determination of residency shall be based upon verifiable circumstances or actions and authenticated copies of relevant documentation. The program administrator may request additional documentation to clarify circumstances and formulate a decision that considers all relevant facts.

9.3. Non transferability - Although the participant may freely substitute beneficiaries under a participation agreement, the residency status acquired by a beneficiary of a vested participation agreement shall not be used to confer such status on a substitute beneficiary, nor shall the residency of one beneficiary be taken into account in the establishment of a vestment period of substitute beneficiary.

R685-10. Payment of Benefits

Purpose - Section 53B-8a-106 provides that payment of benefits provided under participation agreements must begin not later than the first full academic quarter or semester at an institution of higher education following the beneficiary's 22nd birthday or high school graduation, which ever is later, unless the participant notifies the program administrator to the contrary. This rule establishes the procedures for the payment of benefits.

10.1. Distribution of Benefits - For payment of benefits from the trust to begin, the participant shall submit a notice to use trust benefits.

10.2. Delay of Distribution - For payment of benefits to be delayed beyond four months after the beneficiary's 22nd birthday, the participant must submit a notice to delay trust benefits unless the beneficiary was over the age of 18 when the account was established. If no such notice is submitted, the program administrator shall refund money held by the trust on behalf of the participant according to section 8 of this rule.

10.3. Limit on Delay of Distribution - Participants may delay the distribution of trust benefits until the beneficiary's 27th birthday or for ten years from the date the account was established if the beneficiary was over the age of 18 at the date of establishment. If the participant does not submit a notice to use trust benefits on or before beneficiary's 27th birthday or ten years from the date of account establishment and the participant does not elect to roll the funds into another family member account or to substitute a beneficiary, the program administrator shall refund money held by the trust on behalf of the participant according to section 8 of this rule.

10.3.1. The program administrator may waive the age or time limit identified in subsection 10.3 of this rule if, in the judgment of the program administrator, the probability that the beneficiary will attend a higher education institution in the near future is significant.

10.4. Payout Schedule - Upon submission of a notice to use trust benefits, the participant shall specify the level of benefits to be paid. The participant may elect distribution of an allotment of the account balance, calculated by dividing the account balance by the number of academic periods in the beneficiary's program of study, or a higher amount, which shall not exceed the beneficiary's higher education costs for each academic period. The participant may adjust the level of benefits paid in any academic period by notifying the program administrator in writing.

10.5. Duration of Payout - Distribution of benefits shall begin after receipt by the program administrator of notice to use trust benefits and shall continue throughout the beneficiary's period of enrollment at an institution of higher education or until the account balance has been exhausted, whichever occurs first.

10.6. Interruption in Attendance - If following the submission of a notice to use trust benefits, the beneficiary interrupts his or her attendance at an institution of higher education, the participant shall submit a notice to delay trust benefits specifying the period for which trust benefits shall be delayed.

10.7. Unused Benefits - If the beneficiary graduates from an institution of higher education, and a balance remains in the beneficiary's account, the program administrator shall refund the balance of the payments and the earnings from the investments in the program fund remaining in the account to the participant. The program administrator shall make the payment from the program fund within sixty days from the date of the beneficiary's graduation. The refund shall be made unless the beneficiary plans to continue at a higher education institution and the participant submits a completed notice to delay benefits or notice to use trust benefits.

10.8. Refunds Reported - Funds that are refunded to a participant pursuant to this section shall be reported to the appropriate taxing authorities for the tax year in which such refund is made.

R685-11. Higher Education Costs

Purpose - Section 53B-8a-101 authorizes the establishment of the Utah Educational Savings Plan Trust to encourage individuals to save for future higher education costs. This rule established the definition of higher education costs.

11.1. Definition - The term "higher education costs" shall mean charges for tuition, fees, books, supplies and equipment required for enrollment or attendance of a designated beneficiary at an institution of higher education.

11.2. Payment of Benefits - The payment of benefits pursuant to subsection 10 of this rule may be made only for higher education costs as defined in subsection 11.1.

R685-12. Investment Policy

Purpose - This rule is applicable to all investments by the Utah Educational Savings Plan Trust and to Trustees for funds covered by Trust agreements.

12.1. Investment Objectives - The primary objectives, in priority order, of investment activities shall be:

12.1.1. to provide compliance with the State Money Management Act and related Rules.

12.1.2. to provide adequate liquidity levels to meet Trust obligations.

12.1.3. to provide guidelines as to the types and maturities of investments while considering: (a) the availability of funds to cover current needs; (b) maximum yields on investments of funds, and (c) minimum exposure to risk of loss.

12.1.4. All fixed income investments will be suitable to be held to maturity; however, sale prior to maturity may be necessary and warranted in some cases. The Trust's investment portfolio will not be used for speculative purposes.

12.1.5. The public treasurer will consider and meet the following objectives when investing Trust funds:

12.1.5.1. safety of principal;

12.1.5.2. need for liquidity;

12.1.5.3. yield on investments;

12.1.5.4. recognition of the different investment objectives of Program, Endowment and Administrative Funds; and

12.1.5.5. maturity of investments, so that the maturity date of the investment does not exceed the anticipated date of the expenditure of funds.

12.2. Standards of Care - Standards of care include:

12.2.1. Prudence - Selection of investments as authorized by this policy shall be made with the exercise of that degree of judgment and care, under circumstances then prevailing, which a person of prudence, discretion, and intelligence would exercise in the management of his or her own affairs, not for speculation but for investment, considering the probable safety of capital, as well as the probable benefits to be derived and the probable duration for which such investment may be made, and considering the investment objectives specified in this policy.

12.2.2. Ethics and Conflicts of Interest - Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any personal financial or investment positions that could be related to the performance of the investment in accordance with Utah Code Annotated 67-16-1, Utah Public Officer's and Employees' Ethics Act.

12.2.3. Delegation of Authority - Authority to manage the investment program is granted to the Trust's public treasurer who is responsible for the operation of the investment program and who shall carry out established written procedures and internal controls for the operation of the investment program consistent with this investment policy.

12.3. Safekeeping and Custody - Standards of safekeeping and custody shall include:

12.3.1. Internal Controls - The public treasurer is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the Trust are protected from loss, theft or misuse. The internal control structure shall be designed to provide reasonable assurance that these objectives are met.

12.3.1.1. Accordingly, the public treasurer shall establish a process for an annual independent review as provided by the state auditor to assure compliance with policies and procedures.

12.3.2. Custody -

12.3.2.1. The public treasurer shall have custody of all securities purchased or held and all evidence of deposits and investments of all funds. All securities shall be delivered versus payment to the public treasurer or to the treasurer's safekeeping bank.

12.3.2.2. The public treasurer may deposit any of these securities with a bank or trust company to be held in safekeeping by that custodian.

12.3.2.3. The provisions of this subsection apply to any book-entry-only security the ownership records of which are maintained with a securities depository, in the Federal Book Entry system authorized by the U.S. Department of Treasury, or in the book-entry records of the issuer, as follows:

12.3.2.3.1. the direct ownership of the security by the public treasurer shall be reflected in the book-entry records and represented by a receipt, confirmation, or statement issued to the public treasurer by the custodian of the book-entry system; or

12.3.2.3.2. the ownership of the security held by the public treasurer's custodial bank or trust company shall be reflected in the book-entry records and the public treasurer's ownership shall be represented by a receipt, confirmation, or statement issued by the custodial bank or trust company.

12.3.3. All investments shall be approved by the State Treasurer.

12.4. Authorized Investments - Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with the issuers of the investment securities. The remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. Deposits into the Trust's Administrative Fund and Program Fund may be invested only in assets that meet the Trust's investment objectives and criteria and the requirements of the State Money Management Act as amended, including the State Public Treasurer's Investment Fund, equity securities, such as common and preferred stock issued by corporations listed on a major securities exchange and mutual funds or such equity securities, and bonds or other fixed-income securities issued by domestic corporations rated A or higher or by the United States, the State of Utah, or a political subdivision thereof.

12.5. Reporting - The public treasurer will prepare monthly and quarterly investment reports with appropriate assertions which will be submitted to the Utah State Board of Regents Student Finance Subcommittee for review and approval. The Subcommittee will determine the format and information to be reported.

R685-13. Earnings in Program Fund

Purpose - Section 53B-8a-107 provides the Trust with authority to invest, via the program fund, payments made by a participant under a participation agreement. This rule establishes the terms for the payment of interest, dividends, and market adjustments to individual participant accounts within the program fund.

13.1. Quarterly Crediting - The trust shall credit interest or dividend earnings and make positive or negative market adjustments from the program fund to individual participant accounts at least on a quarterly basis.

13.2. Pro-rata Share - A pro-rata share of interest or dividends earned by the program fund during a given quarter shall be credited to each participant account at the end of the quarter. The pro-rata amount posted to each individual account shall be based on the average daily balance of the individual account compared to the average daily balance of the program fund during the quarter.

13.3. Transfers to Administrative Fund - Upon approval of the board, up to .5 percentage points of interest earned annually in the program fund may be transferred to the administrative fund for administrative purposes.

13.4. Quarterly Statement - At the close of each quarter, the Trust shall provide for each participant a statement listing the beginning balance, interest or dividends earned, positive or negative adjustments to market value, and closing balance of the participant's account held in the program fund.

R685-14. Earnings in Endowment Fund

Purpose - Section 53B-8a-107 provides that each beneficiary for whom funds are saved under a participation agreement shall receive an interest in a portion of the investment income of the endowment fund of the Trust. This rule provides for implementation of this provision.

14.1. Transfers to Administrative Fund - Upon approval of the board, up to two percentage points of interest earned annually in the endowment fund may be transferred to the administrative fund for administrative purposes.

14.2. Earmarking of Endowment Interest - A portion of the interest earned by the endowment fund that is not transferred to the administrative fund shall be earmarked for use by the beneficiary of each participation agreement.

14.3. Pro-rata Share - Each quarter, a pro-rata amount of endowment fund interest shall be earmarked to each participant account eligible under any restrictions imposed by a donor on contributions to the Endowment Fund. The pro-rata amount shall be based on the average daily balance of the eligible account held on behalf of a beneficiary in the program fund compared to the average daily balance of all eligible accounts in the entire program fund during the quarter, up to an amount equal to .25 percent of the amount saved on behalf of the beneficiary in such account.

14.4. Reversion of Earmarked Interest - The earmarking of endowment interest for use by a beneficiary shall not constitute ownership of such interest on the part of any beneficiary or participant. Upon cancellation of a participation agreement, endowment interest earmarked to an account shall revert back to the endowment fund.

14.5. Reinvestment of Endowment Interest - Endowment Interest that is not either transferred to the administrative fund or earmarked for use by a beneficiary under a program agreement shall be reinvested in the endowment fund.

14.6. Quarterly Disclosure - The quarterly statement provided to each participant by the Trust shall disclose both the quarterly and cumulative amounts of endowment interest that have been earmarked for use by a beneficiary under a participation agreement.

14.7. Payment of Benefits - When payment of benefits for the beneficiary begin under a participation agreement, interest from the endowment fund that has been earmarked for use by the beneficiary shall be made available for higher education costs, and shall be disbursed with the principal and interest held on behalf of the beneficiary in the program fund according to section 10 of this rule.

R685-15. No Pledging of Trust Funds as Security

15.1. Funds held by the Utah Educational Savings Plan Trust may not be used by a participant or a beneficiary under a participation agreement as security for a loan.

(Adopted September 26, 1996; amended by the UHEAA Board of Directors May 13, 1997, November 10, 1998, April 27, 1999, April 11, 2000, June 20, 2002 January 14, 2003 and June 26, 2003.)

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Campus Master Plan

   Utah Valley University seeks approval of its updated Campus Master Plan during the Regents' visit to the UVU campus October 2008; since its last presentation to the Board of Regents the following changes have been made to UVU's Master Plan:

- Sale of property on UVU West Campus of 8 acres for UTA Front Runner and Bus Rapid Transit.
- Addition of 5 acres from the purchase of the Nielsen Orchard for use as additional intramural fields.
- Addition of 3 acres from the purchase of Murdock property as well as 19,000 square feet of additional space.
- Mitigation of wetlands for use of the Track & Field (with details on the Track and Field's upcoming construction).
- Construction of Economic Development Building on UVU West Campus.

   The most recent map of the Master Plan is attached. Further handouts pertaining to the changes to UVU's Master Plan may be hand carried to the Board meeting. College officials will be present and will respond to questions from the Board.

                       Commissioner's Recommendation

       The Commissioner recommends that the Board approve the Utah Valley University's Campus Master Plan.

                                        _____
                                        William A. Sederburg
                                        Commissioner of Higher Education

WAS/TC
Attachment

UVU
UTAH VALLEY UNIVERSITY

CAMPUS MASTER PLAN

AB	Advancement Building
BA	Browning Administration
CE1	Continuing Education
CE2	Continuing Education
CP	Central Plant
CS	Computer Sciences And Engineering
EB	Education Building
EC	Economic Resource Center
ET	Environmental Technology
FA	Faculty Annex
FC	Facilities Complex
GT	Gunther Trades Building
IR	Institutional Residence
LA	Liberal Arts
LC	Losee Learning Resource Center
MC	McKay Events Center
MT	Mountainland Applied Technology Center
PE	Physical Education
PS	Pope Science Building
PX	Baseball Facility
SA	Sparks Automotive Trades Building
SC	Sorensen Student Center
WB	Woodbury Business Building

EXISTING FACILITIES

FUTURE FACILITIES

NON-UVU FEATURE

WATER FEATURE

Storm Retention Pond

COLLEGE DRIVE

Parking Structure

Fieldhouse

Playing Field

EB

Substation

800 SOUTH

800 SOUTH

Potential Overpass

Playing Field

Future Building Site

Potential New LDS Institute

Potential Future UVSC Expansion

Future Building Site

Clock Tower

Digital Learning Center

Institute Parking

Pedestrian Underpass

CE1

National Guard

MT

Proposed Building

Performing Arts Center

Potential Building

Classroom Building

LA

LDS Institute

COLLEGE DRIVE

FC

Proposed Building

PE

960 SOUTH

FUTURE INTERMODAL CENTER

Potential Building

Parking Structure

CS

Potential Pedestrian Access

Soccer

MC

PE

SC Addition

SC

LC

GT

Parking Structure

INTERSTATE 15

UTA LOOP

Athletics Addition

PS

CP

GT

GT

SA

FA

CE2

Softball

PS Addition

ET

WB

PLAYING FIELDS

PX

BA

WB Addition

Childcare

AB

EC

N

UNIVERSITY PARKWAY

1200 SOUTH

PEDESTRIAN UNDERPASS

COLLEGE DRIVE

1250 SOUTH

400 WEST

Murdock Properties

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>University of Utah Hospitals and Clinics – Proposed Budget for FY 2009</u>

<u>Issue</u>

In past years, the Legislature instructed the Board of Regents to approve the operating budget of the University of Utah Hospitals and clinics as a condition for the retention of patient fee revenues outside of the state's appropriated budget. At present, the budget has been approved by the hospital board and the U of U Board of Trustees and needs final approval from the Board of Regents.

The FY 2009 budget consists of total operating revenue of $799 million and total operating expenses of $768 million. Revenues have increased 4.2 percent over the prior year. The Total Operating Margin is $30,812,747 or 3.9 percent.

The highlights of the budget are included in the attachment. The information was provided by Gordon Crabtree, CFO University Hospitals and Clinics.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the 2008-2009 budget for the University of Utah Hospitals and Clinics.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/DAM
Attachment

UNIVERSITY of UTAH

HOSPITALS AND CLINICS

Budget FY 2009

Board of Regents

University Health Care

FY 2009 UUHC Budget Approval Process

June 2008---Approved---Hospital Board---*Budget and Finance Committee*

June 2008---Approved---Hospital Board

August 2008---Approved Univ. of Utah Board of Trustees

October 2008---Request Approval--- Board of Regents

University Health Care

Budget Overview:

FY 2009 Budget Summary of Results:

56 Budget Reviews with Senior Leaders from:

- School of Medicine/College of Nursing; etc   22 reviews
- Clinical Departments/Units/Entities   34 reviews

Highlights:

Revenue: 4.2% increase = $ 34 million

Pricing increases	$ 10 million
Volume increases	$ 14 million
Payer increases net of Medicaid cuts	$ 10 million

Expenses: 4.6% increase = $ 35 million

3% salary increases =	$12 million
Market adjustments for selected positions =	$ 5 million
Benefit and other compensation adjustments =	$ 4 million
Supplies (after cuts) approx. 2 % increase =	$ 6 million
Positions (after cuts) approx. 1 % increase =	$ 4 million
Other including IT, compliance, depreciation, debt, (net of cuts) $ 4 M.	

Operating Margin: $ 30.8 M. margin or 3.9% (budget basis)

University Health Care

UUHC CONSOLIDATED:

University of Utah Hospitals and Clinics

FY 2009 Budget	FY 07 Actual	FY 08 Budget	FY 09 Budget	FY 09 to FY 08 Var.	FY 09 to FY 08 Var %
Net Patient Revenue	628,967,749	693,286,000	726,426,913	33,140,913	4.6%
Other Operating Revenue	67,498,261	72,203,000	73,003,227	800,227	1.1%
Total Operating Revenue	696,466,010	765,489,000	799,430,140	33,941,140	4.2%
Total Operating Expense	666,838,033	733,427,000	768,617,393	35,190,393	4.6%
Operating Gain (Loss) - Operating Margin	29,627,977	32,062,000	30,812,747	(1,249,253)	-4.1%
Operating Gain (Loss) - Operating Margin %	4.3%	4.2%	3.9%		

Key Workload Statistics

	FY 07	FY 08 Bud	FY 09
Patient Days	152,696	163,621	155,414
Patient Admissions	23,247	23,587	22,615
Clinic Visits	662,707	717,417	694,880

Operating Margin

University Health Care

October 13, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>Report on State Building Board Prioritization of Capital Projects</u>

<u>Issue</u>

Information presented to the Regents on the prioritization of capital projects by the State Building Board.

<u>Background</u>

The State Building Board is required by statute to prioritize all capital projects proposed by all state agencies as well as those proposed by institutions of the Utah System of Higher Education. Their prioritization is considered by the Governor in making his budget recommendations to the Legislature, and by the Legislature as they decide which projects to approve. The Building Board heard presentations from the Commissioner, as well as each institution proposing a capital project, on October 1. They are scheduled to make their decision and ranking of projects on October 16. A report on their rankings will be hand-carried to the Board of Regents meeting on October 24.

<u>Commissioner's Recommendation</u>

<u>This is an information item and requires no action.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db

October 14, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Report on State Budget Cuts

Issue

        This information is presented to the Regents on the state budget cuts enacted by the Legislature during a Special Session on September 25-26, 2008, and their impact on the Utah System of Higher Education.

Background

        Recognizing that global economic forces have impacted Utah's economy, resulting in less state revenue than had been projected last February, Governor Jon M. Huntsman, Jr. called the Utah State Legislature into Special Session on September 25-26 to enact budget cuts to maintain a balanced state budget. The Commissioner and the nine presidents of institutions where the Board of Regents has budget oversight signed a letter to all legislators outlining several principles we hoped would be observed (Attachment A).

        Legislative Appropriations Subcommittees met on Thursday, held hearings and presented proposed cuts. In the case of the Utah System of Higher Education, the Office of the Legislative Fiscal Analyst recommended a 3 percent cut in ongoing base budgets totaling $23 million and an additional 5 percent in one-time cuts by recapturing "non-lapsing balances" totaling approximately $38.4 million, for a total cut of nearly $61.4 million and averaging 8 percent. (These numbers do not include UCA, UEN, or UMC; however, similar proposed cuts were recommend for them.) The non-lapsing balance cut was based on the erroneous assumption that these were unallocated and uncommitted reserves, where virtually all funds have been committed and many have been encumbered.

        After a concerted effort by the Commissioner's Office and USHE institutions, and with the help and support of Governor Huntsman, a more reasoned approach was taken, resulting in an 4 percent ongoing cut for both this fiscal year and next. This totals $30.7 million, representing higher education's share of the total state budget cut of $251 million. (UCAT, UEN, and UMC also received a 4 percent cut.) In addition to this ongoing cut, the State Board of Regents/Commissioner's Office received a one-time cut of $574,800 from our non-lapsing balances. Since most of the state appropriations to the Board of Regents are for statewide programs that are then passed through to institutions, cuts will have to be reflected in these programs as well. Higher Education also committed to not impose a mid-year tuition increase.

        The Legislature did assist Higher Education by providing presidents with a fair amount of discretion in how the cuts are to be imposed by not requiring each cut to be specified in advance. Further, the Legislature passed SB

2003, sponsored by Senator Greg Bell, which provides temporary authority to shift up to 4 percent between appropriated line-items. We see these actions as a vote of confidence in our presidents to manage their institutions.

Cuts of this size cannot be imposed without consequences. The last time budget cuts were imposed (2002-2003), a number of steps were made by institutions to protect students from feeling the brunt of the cuts. In general, the budgets cut then have often not been restored, meaning, this round of cuts may be felt even more directly. Presidents and their staffs are working diligently to manage their institutions within the revenue available and without harming their missions or the students they serve. And yet it should be expected that there will be some reductions in employees, larger class sizes, scaling back or possibly eliminating some programs or services, and other similar measures to ensure that budget targets are met. Further detail on the implementation of the cuts made to the Board of Regents line-item will be hand-carried to the meeting.

The following are the dollar amounts of reductions from each of the institutions:

U of U: $ 10,540,400
USU: $ 6,494,100
Weber: $ 2,887,300
SUU: $ 1,372,000
UVU: $ 2,737,700
Dixie $ 949,300
SLCC $ 2,817,700
Snow $ 889,600
CEU $ 763,200
SBR: $ 1,254,000 ongoing, $574,800 one-time

Total: $ 30,705,300 ongoing, $574,800 one-time

UCAT Admin : $269,700
UCAT Campuses: $2,077,900

Total UCAT: $2,347,600

<u>Commissioner's Recommendation</u>

<u>This is an information item and requires no action.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachment

September 24, 2008

MEMORANDUM

To: President John Valentine
           Speaker Greg Curtis
           Members of the Utah State Legislature

From: State Board of Regents
           Commissioner William A. Sederburg
           President Michael K. Young
           President Stan L. Albrecht
           President F. Ann Milner
           President Michael T. Benson
           President Scott Wyatt
           Interim President Stephen D. Nadauld
           Interim President Mike King
           Interim President Elizabeth Hitch
           President Cynthia A. Bioteau

Subject: September Special Session

        We respectfully submit the following Statements of Principle for your consideration. We look
forward to working closely with you during the upcoming Special Session.

1- Higher Education recognizes that we share responsibility with other state-funded programs and
   agencies to assist the state in addressing the current budgetary shortfall. We are willing to do our
   part; however, we request that we not be asked to do more than our fair share.

2- Each institution of higher education has unique circumstances and challenges. Presidents are
   expected to manage their institutions in a way that meets their mission of serving students and the
   communities where they exist. We request presidents be given maximum flexibility by the
   Legislature to deal with whatever budget cuts are necessary, with full accountability for reporting
   back on exactly how cuts are made. (This should include statutory language providing for
   temporary authority to move money across line items as was done the last time there were state
   budget cuts.)

3- As directed by the Higher Education Appropriations Subcommittee, and consistent with new
   Regents' policy, USHE institutions have significantly reduced non-lapsing balances while
   maintaining levels which respond to accreditation standards surrounding sound fiscal
   management. Many of these funds are already obligated. Use of any remaining balances to cover

budget reductions should be included in the preceding request for flexibility which institutional presidents will need.

4- Because higher education budgets are composed primarily of personnel costs (including fully 70 percent of this year's budget increase) the majority of these funds are already committed. To minimize reductions in personnel, this year's budget cuts may need to be handled differently from those of the next fiscal year. Again, it is critical that the presidents are given flexibility in making these difficult personnel decisions.

5- At the same time the state is facing revenue shortfalls, the number of students enrolling in the state's colleges and universities is increasing. Preliminary numbers for Fall Semester 2008 show an increase of five percent (5%) for the System. The combination of increased enrollment at a time of budget cuts actually magnifies the impact of every cut.

6- Over the long term, Utah's economic viability depends on a highly-educated and well- trained workforce. Our economy has remained strong because we have created many new jobs in the high-tech/high-wage sector even as jobs have been lost in other sectors of the economy. A high-quality higher education system is essential to attract and retain technology companies as well as grow new industry through research and innovation. Higher education is vital to the state's long-term economic success. With this in mind, as a matter of sound state policy, budget cuts to higher education should be minimized as much as possible.

7- As the economy rebounds and state revenues recover, the Legislature should increase opportunity for prioritization of critical future higher education budget requests, such as funding for any new enrollment growth that may go unfunded in fiscal year 2009-2010, restoring student financial aid, and restoring funding for other new initiatives and capital projects which are reduced as a result of the budget reduction.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>USHE – Annual Report on Leased Space</u>

Regent policy R710 requires an "annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and leased in research parks." Board policy requires institutions to obtain prior Board approval of leases funded from State appropriations that: (1) exceed $100,000 annually; or (2) that commit institutions to leases for a 10-year duration or beyond; (3) or that lead to the establishment of regular state-supported daytime programs of instruction in leased space. System-wide leases increased by a net of six new leases and lease expenditures increased by approximately $474,000 (2.0%). A summary of the changes in leases for each institution is shown below.

Institutional Lease Summary									
	2007			**2008**			**Changes Summary**		
Institution	Leases	Square Feet	Rent	Leases	Square Feet	Rent	% Change in Leases	% Change in Square Feet	% Change in Rent
UU	107	1,313,941	$20,183,016	111	1,341,943	$20,614,428	3.7%	2.1%	2.1%
USU	18	149,983	1,135,677	21	155,667	1,036,677	16.7%	3.8%	-8.7%
WSU	3	25,375	121,781	3	25,375	121,781	0.0%	0.0%	0.0%
SUU	28	42,485	319,327	32	46,643	361,328	14.3%	9.8%	13.2%
Snow	0	0	0	0	0	0	n/a	n/a	n/a
DSC	1	5,350	134	1	5,350	134	0.0%	0.0%	0.0%
CEU	10	48,578	63,139	9	38,828	34,201	-10.0%	-20.1%	-45.8%
UVSC	9	133,314	648,978	10	156,314	835,950	11.1%	17.3%	28.8%
SLCC	11	93,047	945,155	6	70,167	886,942	-45.5%	-24.6%	-6.2%
Totals	**187**	**1,812,073**	**$23,417,207**	**193**	**1,840,287**	**$23,891,441**	**3.2%**	**1.6%**	**2.0%**

Attachment 1 provides a three year comparison of number of leases, total square footage and annual rent paid by each institution on page 1. Pages 2-6 detail changes in leases since the last report. Pages 7-13 list summary information for each lease, including location, gross square feet, cost per square foot, and source of revenue for lease payments, expiration data, escalations, and type of space.

Note: At the time of printing, the UCAT lease information was not available. UCAT officials will hand-carry a report to the October meeting. Representatives from each institution will be available to answer questions.

<u>Commissioner's Recommendation</u>

<u>This is an information item only. No action is required.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/KLH/TC
Attachments

Utah System of Higher Education

Annual Lease Space Report FY 2006 thru FY 2008*

Institution	2006 Leases	2006 Sq. Ft	2006 Rent	2007 Leases	2007 Sq. Ft	2007 Rent	2008 Leases	2008 Sq. Ft	2008 Rent
University of Utah	105	1,344,433	$19,295,484	107	1,313,941	$20,183,016	111	1,341,943	$20,614,428
Utah State University	16	146,432	869,717	18	149,983	1,135,677	21	155,667	1,036,677
Weber State University	3	25,375	121,781	3	25,375	121,781	3	25,375	121,781
Southern Utah University	28	41,741	314,881	28	42,485	319,327	32	46,643	361,328
Snow College	0	0	0	0	0	0	0	0	0
Dixie State College of Utah	1	5,840	143	1	5,350	134	1	5,350	134
College of Eastern Utah	8	37,828	9,589	10	48,578	63,139	9	38,828	34,201
Utah Valley State College	8	97,946	364,303	9	133,314	648,978	10	156,314	835,950
Salt Lake Community College	10	71,512	618,231	11	93,047	945,155	6	70,167	886,942
Total Utah System of Education*	**179**	**1,771,107**	**$21,594,129**	**187**	**1,812,073**	**$23,417,207**	**193**	**1,840,287**	**$23,891,441**
Total Increase:	4	(68,385)	$216,874	8	40,966	$1,823,078	6	28,214	$474,234
Total Leases Added:	26	90,284	$1,192,776	14	124,170	$1,387,043	20	83,574	$959,640
Total Leases Ended:	22	(138,923)	($1,669,938)	6	(74,032)	($871,032)	14	(63,076)	($491,706)
Total Leases Changed:	95	68,750	$694,036	103	(9,172)	$1,307,068	102	7,716	$6,300

*UCAT will be presenting its lease space data separately

Source: USHE & OLFA

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
University of Utah					
		2007 Total - University of Utah	107	1,313,941	$20,183,016
	Delete	Dept. of Psychiatry -515 South 700 East, #3C	(1)	(6,886)	(68,859)
	Delete	Spine Therapy Center - 1355 Foothill Boulevard, #200	(1)	(4,785)	(50,868)
	Delete	Westside Studio - 631 West North Temple, #50	(1)		
	Change	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)			2,220
	Change	Murray - Cedar Park, 5282 S. 320 W., #186			4,596
	Change	Sandy - 9875 South 240 West			8,388
	Add	St. George - Building A in Dahle Plaza, 1071 E 100 S.	1	6,600	91,080
	Change	American Fork - 120 N 1220 East #14			936
	Change	Bountiful - 530 South 500 West			3,492
	Change	Cedar City - 1281 North North Field Road			2,892
	Add	Hurricane - 2500 W. State Street	1	6,548	145,368
	Change	Idaho Falls - 2225 Teton Plaza, #A			2,748
	Change	Layton - 940 South Main, Layton, UT			2,784
	Add	Mesquite - 350 Falcon Ridge Parkway Bldg 700 #102	1	4,390	71,124
	Change	Ogden - 5575 South 500 East			6,528
	Change	Provo - 1675 North Freedom Boulevard			3,684
	Change	Redwood- 5400 South 3854 West Taylorsville			
	Change	Sandy - 8750 South Sandy Parkway, Bldg. #3			1,044
	Change	St. George - River Road and 700 South			3,696
	Change	Yellowstone - 1180 Summers Drive, Rexburg, ID			2,280
	Change	Development Office - 540 Arapeen Way			16,220
	Change	Dept. of Anesthesiology - 615 Arapeen Drive, #200			3,917
	Change	Dept. of Technology Transfer - 615 Arapeen Drive, #110			6,912
	Change	Utah Diabetes Center - 615 Arapeen Drive, #100			13,812
	Change	Department of Pharmacy Services - 675 Arapeen Drive, #100			5,784
	Change	The Utah Stem Cell Research - 675 Arapeen Drive, #101 & #302			38,604
	Change	Utah Center for Reproductive Medicine - 675 Arapeen Drive, #205			8,760
	Change	Central Stores - 729 Arapeen Drive			(2,304)
	Change	Department of Radiology - 729 Arapeen Drive			(972)
	Change	University of Utah - Office of the Sr. Vice President of Health Sciences - 729 Arapeen Drive			14,160
	Change	Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way			25,260
	Change	Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A			3,912
	Change	Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C		3,264	65,280
	Change	Genetic Epidemiology - 391 Chipeta Way, #D1 & D-2			3,624
	Change	Department of Genetics & Epidemiology -410 Chipeta Way, #110 & #100 (freezer space			1,500
	Change	Dept-Physiology-410 Chipeta Way, #150,125			1,332
	Change	Dept of Physiology & Cardiovascular #1 & #2 (Formerly Expansion Space)		1,615	41,820
	Change	Lung Health Study, #221 - 410 Chipeta Way, #221, 220,219			2,028
	Change	Rocky Mountain Cancer Data Systems -410 Chipeta Way, #230			$888

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
University of Utah - continued					
	Change	Health Sciences - 420 Chipeta Way			$13,260
	Change	Department of Psychiatry -650 Komas, #206			3,876
	Change	Information Technology Services -650 Komas, #100			4,380
	Change	Information Technology Services -650 Komas, #101, 102, 104, 107, 107A, 108			12,732
	Change	Information Technology Services -650 Komas Drive, #105			1,968
	Change	Medical Billing -650 Komas Drive, #202, 203, 204			8,784
	Change	Medical Billing - Office of Compliance- 650 Komas Drive, #205			960
	Change	Neuropsychiatric Institute - Adult Behavioral Clinic -650 Komas Drive, #208			6,480
	Change	Neuropsychiatric Institute - Home -650 Komas Drive, #200		2,281	55,764
	Change	Utah Cancer Registry & Alzheimer's Resource Center -650 Komas Drive, #106 A & B			4,332
	Change	University of Utah Lease - Tenants (See comments) -417 Wakara Way			10,908
	Change	Child Development Center - 419 Wakara Way, #100			3,132
	Change	College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205			4,644
	Change	Human Resources, Payroll - 420 Wakara Way			1,440
	Change	College of Pharmacy - 421 Wakara Way, #318		71	(27,684)
	Change	College of Pharmacy/Center for Cell Signaling - 421 Wakara Way, #360			(627,900)
	Add	Department of Radiology 421 Wakara Way #140	1	4,747	74,292
	Change	Drug Information Center & Pharmacotherapy Outcomes Research Center - 421 Wakara Way, #204		(1,292)	(20,604)
	Change	Pharmacological Outcomes Research Center -421 Wakara Way, #208		3,421	54,744
	Change	Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)			50,628
	Change	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 21A			1,848
	Change	Beehive Square Storage (Physics Department) -Beehive Square Units - Portions of Bldg. 13-15			840
	Change	Bureau of Economic and Business Research - 1060 N. Beck Street, 438			192
	Change	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22A, 23E			5,724
	Add	Continuing Education/School of Business/USTAR College of Law	1	6,605	105,684
	Change	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160			3,036
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #250			1,560
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #270			1,092
	Change	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #280			816
	Change	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico		(725)	11,448
	Add	Department of Nephrology (DBA Wasatch Kidney Specialists)	1	2,010	29,148
	Change	Dept. of Neurosurgery - 100 North Medical Drive			1,248
	Change	Dept. of Orthopedics - Ambulatory Care Center (PCMC)			4,068
	Change	Department of Psychology - Family Support Program - 3269 South Main Street			444
	Change	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C			2,988
	Change	HealthNetwork - Basement - 1492 West Antelope Drive, Layton			5,076
	Change	HealthNetwork - Main Floor - 1492 West Antelope Drive, Layton			22,140
	Change	HealthNetwork - Stansbury Park - 220 Millpond, #100			25,224
	Change	Health Sciences 3 - 127 South 500 East (Ambassador Bldg.)			(528)
	Change	Hospital Lease - 144-146South 400 East (Entire Main Floor)			$1,572

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
University of Utah - continued					
	Change	Hospital - Records - 134 South 400 East			$2,400
	Change	Hospitals and Clinics - Centerville Medical Building, 26 S. Main St., Centerville, UT			3,660
	Change	Hospitals and Clinics - Gondola Bldg., Park City Resort Center			468
	Change	Hospitals and Clinics - Redstone Project -Bldg. B - Redstone Business & Retail Center, Park City, UT			10,644
	Change	Hospitals and Clinics - 1091 West Jordan Parkway, #350, 400, 450 & 500 South Jordan			3,228
	Change	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard			50,100
	Change	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #200			468
	Change	Radiation Oncology Program - 1250 East 3900 South, #10			1,848
	Change	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Drive			4,046
	Change	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Drive			1,524
	Add	UU Investment Management	1	138	9,600
		2008 Total - University of Utah	**111**	**1,341,943**	**$20,614,428**
Utah State University					
		2007 Total - Utah State University	**18**	**149,983**	**$1,135,677**
	Change	Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **			(30,000)
	Add	Brigham City - Reeder Holding Inv. Early Intervention CPD Up-to-3 10 South 400 Eas	1	1,302	8,592
	Delete	Box Elder School District, CPD Earl Intervention, Up-to-3, 265 West 1100 South, Brigham City, UT	(1)	(990)	(3,600)
	Add	Cache County /Logan Airport - M&M of Logan LLC, Hangar FL9 & 9A	1	14,275	89,650
	Change	Jamestown Bldg. CPD Early Intervention Up-to-3 1115 No. 200 E, Logan, UT		(1,082)	(17,081)
	Delete	Legacy Apartments, 1651 N 400 E, Logan, Utah for visiting professor	(1)	(1,136)	(9,000)
	Add	Logan - Bullen Center - CVCA, 43 South Main, Logan, UT	1	250	1,200
	Delete	Salt Lake City, Atrium Bldg, 5259 Commerce St, Cont. Ed & Grad Center	(1)	(11,186)	(201,743)
	Change	Salt Lake City - Jan Mar Building 1574 W 1700 S (Escal.)			509
	Add	Tooele - Heritage Fed. Credit Union -888 W. E. Ave, Tooele, UT	1	1,320	7,200
	Add	Tremonton - Capener-Marble Condos, BC Campus, 28 West 100 North	1	1,100	16,045
	Change	Washington DC Apartments (3) for USU interns, 211 Jeff Davis Hwy, Apts. 304, 504 & 604 Washington DC			4,284
	Change	Washington DC Apartment for USU grad students, 211 Jeff Davis Hwy, Apt 916 Washington DC		259	8,844
	Add	Washington DC Apartment for USU Advisor, 211 Jeff Davis Hwy, Apt 1108N Washington DC	1	1,572	26,100
		2008 Total - Utah State University	**21**	**155,667**	**$1,036,677**
Weber State University					
		2007 Total - Weber State University	**3**	**25,375**	**$121,781**
		No Changes			
		2008 Total - Weber State University	**3**	**25,375**	**$121,781**

Institution	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
Southern Utah University					
		2007 Total - Southern Utah University	28	42,485	$319,327
	Add	Financial Services - 690 West Industrial Rd, Cedar City	1	96	444
	Change	Head Start - 690 West Industrial Rd, Cedar City		(96)	(444)
	Add	Preschool/Day Care - 690 West Industrial Rd, Cedar City	1	312	960
	Add	Service & Learning - 690 West Industrial Rd, Cedar City	1	96	444
	Add	Shakespeare - 73 South 200 West Unit 1-6, Cedar City	1	3,750	32,400
	Change	Head Start - 141 North Main, Kanab			1,855
	Change	Head Start - 166 North Main, Panguitch			183
	Change	Head Start - 217 East Telegraph, Washington			1,708
	Change	Head Start - 2390 West Hwy 56, Cedar City			2,231
	Change	Head Start - 494 East 900 South, St. George			1,232
	Change	Head Start - 55 West Center, Beaver			52
	Change	Head Start - 705 North 195 West, LaVerkin			936
		2008 Total - Southern Utah University	32	46,643	$361,328
Snow College		No Leases	0	0	$0
Dixie State College of Utah					
		2007 Total - Dixie State College of Utah	1	5,350	$134
		No Changes			
		2008 Total - Dixie State College of Utah	1	5,350	$134
College of Eastern Utah					
		2007 Total - College of Eastern Utah	10	48,578	$63,139
	Delete	Monument Valley - Shared Lease w/USU & SEATC (O&M Only)	(1)	(3,250)	
	Add	Business & Technology Assistance Center	1	3,000	21,602
	Delete	SEATC Main Campus - Price	(1)	(9,500)	(50,540)
		2008 Total - College of Eastern Utah	9	38,828	$34,201
Utah Valley University					
		2007 Total - Utah Valley University	9	133,314	$648,978
	Change	Foundation Building			(33,161)
	Change	Woodbury Art Gallery Commons Areas			4,033
	Change	Canyon Park Bldg L			13,711
	Add	Murdock Property	1	23,000	204,077
	Change	Airport Land (Hangar #1) (.577 acres)			320
	Change	Airport Land (Hangar #2) (2.03 acres)			1,226
	Change	Airport (AvTech) (9.8 acres)			(3,234)
		2008 Total - Utah Valley University	10	156,314	$835,950

	Action	Leased Property	Total # of Leases	Sq. Ft	Annual Expenditures
Salt Lake Community College					
		2007 Total - Salt Lake Community College	11	93,047	$945,155
	Change	830 East 9400 South, Sandy			18,443
	Delete	12441 South 900 East, Draper	(1)	(9,833)	
	Delete	1021 West Vine Street, Tooele	(1)	(1,304)	(9,128)
	Delete	66 West Vine Street, Tooele	(1)	(6,100)	(6,000)
	Change	551 North 2200 West, Airport (2 Hangers)			216
	Delete	331 North 2370 West, Executive Terminal	(1)	(4,506)	(56,688)
	Delete	369 North 2370 West, Airport	(1)	(3,600)	(26,400)
	Delete	551 North 2200 West, Airport	(1)		(8,880)
	Change	231 East 400 South, Salt Lake City			5,594
	Add	900 West 1300 South, Salt Lake City	1	2,463	24,630
		2008 Total - Salt Lake Community College	6	70,167	$886,942

Utah College of Applied Technology

UCAT will be presenting its lease space data separately

			Total # of Leases	Sq. Ft	Annual Expenditures
	2007 Total		187	1,812,073	$23,417,207
	2008 Total		193	1,840,287	$23,891,441
	Total Increase/(Decrease):		6	28,214	$474,234
	Total Leases Added:		20	83,574	$959,640
	Total Leases Ended:		14	(63,076)	($491,706)
	Total Leases Changed:		102	7,716	$6,300

Institution	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
University of Utah									
	(See pages 10 through 13 for details)								
Utah State University									
	Life Span Learning Center-Box Elder Co., Brigham City	16,701	$4.25	N	State	$70,979	12 months, 6/30/09	Annually	Classroom & office
	Life Span Learning Center-Box Elder Co., Brigham City	28,750	0.76	N	State	21,750	12 months, 6/30/09	Annually	Storage
	Life Span Learning Center-Box Elder Co., Brigham City	17,710	4.25	N	State	75,268	12 months, 6/30/09	Annually	Classroom & office
	Reeder Holding Inv. - CPD Early Intervention, 10 S. 400 E., Brigham City	1,302	6.60	F	Other	8,592	36 months, 6/30/011	2% Yrly	Classroom
	Cache County/Logan Airport Authority Hangar-ITEE, Logan	7,040	1.14	N	Other	8,040	12 months, 6/30/09	None	Hangar FL-10
	Cache County Airport - M&M of Logan LLC, Hangar 9A and Office 9 - ITEE	14,275	6.28	N	Other	89,650	60 months, 1/10/2013	Annually	Hangar FL-9A & office in FL-9
	Jamestown Bldg., 1115 N. 200 E., Logan	1,255	11.33	F	Other	14,220	12 months, 6/30/09	None	Classroom
	Logan USU Res. Park-Dir. Office Bldg #1770 - Ste 180 - 191, Logan	2,759	8.28	N	Other	22,845	144 months, 4/3/2009	None	Office & other
	Logan USU Res. Park-Dir. Office Bldg #1770 - Ste 140 & 160, Logan	2,828	9.89	N	Other	27,969	144 months, 9/25/2008	None	Office & other
	Logan USU Res. Park-Mt. Plains Resource Ctr.-CPD/sub-tenants Bldg #1780	14,492	9.00	N	Other	130,428	146 months 2/28/2011	None	Office & laboratory
	Logan USU Res. Park-SDL Science Group & Summit Research, Bldg #1750	6,120	13.80	N	Other	84,456	144 months, 1/01/2013	None	Research office & lab
	Logan USU Innovation Campus-Tech. Transfer Office Bldg. #570, Logan	3,079	13.80	F	Other	42,492	Month to Month	None	Office
	Logan-Cache Valley Center for the Arts, Bullen Center, 43 S. Main, Logan	250	4.80	F	Other	1,200	11/30/2008	None	Radio station office
	Dairy Commission-Nutrition & Food Sciences, 1213 E. 2100 S., SLC	231	12.99	F	State	3,000	12 months, 6/30/08	None	Office
	Jan-Mar Bldg CPD Early Intervention Up-to-3 1574 W. 1700 S., SLC	1,566	11.15	N	Other	17,467	60 months, 12/31/09	Yes	Classroom
	Wells Fargo Building - 299 South Main Street - Development Center, SLC	1,601	10.99	F	Other	17,592	8/31/2008	None	Office
	Granite School District, 2500 South State Street, SLC	25,689	8.75	N	Other	224,808	60 months, 7/31/12	None	Classroom & office
	Heritage Federal Credit Union 1888 W E Avenue, Tooele	1,320	5.45	N		7,200	12 months, 6/30/2009	None	Office
	Capener-Marble Condos BC Campus 28 W. 100 N., Tremonton	1,100	14.59	F		16,045	60 months, 6/30/2013	None	Classroom & office
	Washington DC Apts (3) for USU interns, 211 Jeff Davis Hwy, Apts 304, 504 & 604	4,326	20.90	N	Other	90,396	12 months, 5/31/2009	None	Residential
	Washington DC Apt for USU Grad student 211 Jeff Davis Hwy, Apt. 916	1701	21.27	N	Other	36,180	12 months, 1/4/2009	None	Residential
	Washington DC Apt for USU advisers, 211 Jeff Davis Hwy, Apt. 1108N	1,572	$16.60	N	Other	26,100	12 months, 4/30/2009	None	Residential
	Subtotal - Utah State University	155,667				$ 1,036,677			
Weber State University									
	Davis High School - 325 South Main Street, Kaysville	13,650	$4.00		State	$5,010	Semester rental, on-going	none	Classroom
	Roy High School - 2888 W 5600 S, Roy	4,200	4.00		State	3,896	Semester rental, on-going	none	Classroom
	WSU West - 5627 South 3500 West, Roy	7,525	$15.00		State	112,875	8/31/2010	Yes	Classroom, office & storage
	Subtotal - Weber State University	25,375				$121,781			
Southern Utah University									
	Acclamation/Ballroom - 690 West Industrial Rd, Cedar City	216	$2.22		Other	$480	Month to Month	Varies	Storage
	Archaeology - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
	Ballroom - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
	Bookstore - 650 N 800 West, Cedar City - Bookstore	600	3.00		Other	1,800	Month to Month	Varies	Storage
	Bookstore - 690 West Industrial Rd, Cedar City	192	3.13		Other	600	Month to Month	Varies	Storage
	CMSC - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
	Continuing Education - 690 West Industrial Rd, Cedar City	96	3.13		Other	300	Month to Month	Varies	Storage
	Financial Services - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
	Head Start - 141 North Main, Kanab	1,000	$11.05	N	Other	$11,049	12 Month - Mar 2010	Index or 3%	Classroom

Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
Southern Utah University - continued								
Head Start - 166 North Main, Panguitch	1,200	$6.09	N	Other	$7,493	12 Month - Nov 2012	2.5%	Classroom
Head Start - 217 East Telegraph, Washington	2,000	8.33	N	Other	18,378	12 Month - Aug 2007	5.0%	Classroom
Head Start - 2390 West Hwy 56, Cedar City	11,560	9.65	N	Other	113,773	12 Month - Sep 2015	2.0%	Classroom & office
Head Start - 450 South Center, Delta	1,000	7.20	F	Other	7,200	12 Month - Aug 2007	Fixed	Classroom
Head Start - 494 East 900 South, St. George	6,016	10.24	N	Other	62,811	12 Month - Dec 2019	2.0%	Classroom
Head Start - 510 East 900 South Apt #1, St. George	1,100	10.91	N	Other	12,000	12 Month - Oct 2009	Varies	Office & storage
Head Start - 55 West Center, Beaver	1,004	4.72	F	Other	4,793	12 Month - Sep 2007	2.1%	Classroom
Head Start - 555 West 400 South, Fillmore	900	8.00	F	Other	7,200	12 Month - Aug 2007	Fixed	Classroom
Head Start - 680 West 300 South, Milford	1,000	7.20	F	Other	7,200	12 Month - July 2007	Fixed	Classroom
Head Start - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
Head Start - 705 North 195 West, LaVerkin	5,008	9.54	N	Other	47,775	12 Month - Dec 2017	2.0%	Classroom
Machine Shop - 690 West Industrial Rd, Cedar City	216	2.67		Other	576	Month to Month	Varies	Storage
Preschool/Day Care - 690 West Industrial Rd, Cedar City	312	3.08		Other	960	Month to Month	Varies	Storage
President's Office - 690 West Industrial Rd, Cedar City	672	2.23		Other	1,500	Month to Month	Varies	Storage
Service & Learning - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
Shakespeare - 690 West Industrial Rd, Cedar City	4,384	2.13		Other	9,348	Month to Month	Varies	Storage
Shakespeare - 73 South 200 West Unit 1-6, Cedar City	3,750	8.64		Other	32,400	Month to Month	Varies	Residential
SUU Pageant - 690 West Industrial Rd, Cedar City	96	4.63		Other	444	Month to Month	Varies	Storage
SUU Student Association - 690 West Industrial Rd, Cedar City	96	3.75		Other	360	Month to Month	Varies	Storage
SUUSA T-Bird Awards - 690 West Industrial Rd, Cedar City	312	2.31		Other	720	Month to Month	Varies	Storage
Theatre Arts - 690 West Industrial Rd, Cedar City	2,256	1.71		Other	3,864	Month to Month	Varies	Storage
Utah Center for Rural Health - 111 South 1400 West Unit 1, Cedar City	525	8.57		Other	4,500	Month to Month	Varies	Residential
Utah Center for Rural Health - 465 N 800 West, Cedar City	100	$6.00		Other	600	Month to Month	Varies	Storage
Subtotal - Southern Utah University	46,643				$361,328			
Snow College								
None								
Dixie State College of Utah								
Airport - ground lease for hanger	5,350	$39.93		State	$134	6/30/2010		Hanger
Subtotal - Dixie State College of Utah	5,350				$134			
College of Eastern Utah (see Note 1)								
Blanding Armory	5,600		F	State	$10	On going	None	Classroom & office
Prehistoric Museum	22,500		F	State	1	216 months, 6/30/2013	None	Museum & office
One-half mile northeast of Price	40 acres	$3 per acre	N/A	State	120	588 months, 6/01/2018	None	Land-Baseball
Montezuma Creek - Whitehorse Seminary	3,118		F			Not Specified	None	Classroom
Eastern Utah Self Storage - Recreation	500		F	State	768	Annual	None	Storage
Eastern Utah Self Storage - Theatre	2,500		F	State	6,900	Annual	None	Storage
Cedar Hills Storage - Food Service	360		F	Auxiliaries	900	Annual	None	Storage
Ricky Cook - Dance	1,250		N	State	3,900	Annual	None	Storage
Business & Technology Assistance Center	3,000		F	State	21,602	On going	None	Classroom & office
Subtotal - College of Eastern Utah	38,828				$34,201			

Institution / Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	State Approp. or Other	Annual Lease Payment	Terms in Months - Expiration Date	Escalations	Type of Space
Utah Valley University (see Note 1)								
Foundation Building	35,564	$1.88		State	$66,860	180 - 12.17.13		Classroom & other
Airport Hangar #1	14,800	5.68		Dept. Rev	84,000	168 - 10.12.12		Hanger, class & office
Airport Hangar #2	33,000	3.74		Dept. Rev	123,576	120 - 3.21.10		Hanger, class & office
Woodbury Art Gallery Commons Areas	13,732	1.28		State	17,626	12 - 3.31.09		Office & other
Continuing Ed House	850	6.35		Cont. Ed	5,400	12 - 06.30.09		Storage
Canyon Park Bldg L	35,368	8.38		State & Dept.	296,236	240 - 12.15.06 to 1.1.27		Classroom, office & other
Mudock	23,000	$8.87		State	204,077			Office & other
Airport Land (Hangar #1)	.577 Acres			State	3,102			Ground
Airport Land (Hangar #2)	2.03 Acres			State	18,962			Ground
Airport (AvTech)	9.8 Acres			State	16,111			Ground
Subtotal - Utah Valley State College	156,314				$835,950			
Salt Lake Community College								
830 East 9400 South, Sandy	29,061	$16.66	F	State - E&G	$483,984	84 Mo. 8/31/10	Yes/Vari.	Office, lab & classroom
551 North 2200 West, Airport	12,939	5.94	N	State - E&G	77,963	60 Mo. 5/31/08	Adj. Yrly.	Office, lab & classroom
551 North 2200 West, Airport (2 Hangers)	2,624	5.15		State - E&G	5,640	Month to Month		Hanger
210 East 400 South, Salt Lake City	1,545	$9.00	F	State - E&G	13,905	10/05 - 5 Year	Adj. Yrly.	Office & classroom
231 East 400 South, Salt Lake City	21,535	$12.50 2008, $13.50 2009		E & G	280,820	01/01/07 to 6/30/12	Adj. Yrly.	Office & classroom
900 West 1300 South, Salt Lake City	2,463	$10 includes CAM	F	E & G	24,630	5yr, April 2013	CPI Annual	Office & classroom
Subtotal - Salt Lake Community College	70,167				$886,942			

Utah College of Applied Technology

    UCAT will be presenting its lease space data separately

Notes:

    (1) Ground expressed in acres is not included in square footage

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
Academic Outreach & Continuing Education								
	Bountiful - 75 W. 2nd S., Bountiful (Stoker School)	24,851	$3.07	N	$6,355	$76,260	7/1/92	Office
	Murray - Cedar Park, 5282 S. 320 W., #186	11,765	13.39	F	13,124	157,488	7/30/90	Office
	Park City - 1255 Park Avenue (Carl Winters Ed Fac.)	3,222	16.75	F	4,497	53,964	6/30/93	Education & related purposes.
	Sandy - 9875 South 240 West	20,000	14.40	F	23,999	287,988	9/1/94	Classroom
	St. George - Building A in Dahle Plaza, 1071 E 100 S	6,600	13.80	N	7,590	91,080	7/7/08	Education & related purposes.
College of Fine Arts College of Fine Arts rent is $1.00 per year								
	West Institute, 3rd South - L. D. S. Church	22,501	0	N			9/15/83	Classroom
Dialysis Centers:								
	American Fork - 120 N 1220 East #14	2,600	12.36	N	2,678	32,136	1/1/07	Medical office
	Bountiful - 530 South 500 West	5,845	20.49	N	9,978	119,736	2/26/98	Medical office
	Cedar City - 1281 North North Field Road	4,850	20.49	N	8,281	99,372	5/1/02	Medical office
	Hurricane - 2500 W. State Street	6,548	22.20	N	12,114	145,368	4/1/08	Medical office
	Idaho Falls - 2225 Teton Plaza, #A	7,533	12.52	N	7,858	94,296	1/28/92	Outpatient hospital services
	Layton - 940 South Main, Layton, UT	6,480	14.75	N	7,966	95,592	7/15/05	Health care, medical office & admin uses
	Mesquite - 350 Falcon Ridge Parkway Bldg 700 #102	4,390	16.20	N	5,927	71,124	7/25/07	Dialysis center
	Ogden - 5575 South 500 East	12,583	17.81	N	18,677	224,124	1/1/93	Clinical, teaching & research
	Provo - 1675 North Freedom Boulevard	6,594	19.18	N	10,539	126,468	7/1/91	Dialysis center
	Redwood- 5400 South 3854 West Taylorsville	5,490	14.50	N	6,634	79,608	6/1/07	Dialysis center
	Sandy - 8750 South Sandy Parkway, Bldg. #3	6,000	5.98	N	2,990	35,880	12/15/96	Clinic
	St. George - River Road and 700 South	7,160	17.74	N	10,583	126,996	3/1/97	Dialysis center
	Yellowstone - 1180 Summers Drive, Rexburg, ID	6,410	12.20	N	6,515	78,180	9/1/05	Provide health care
540 Arapeen Drive								
	Development Office - 540 Arapeen Way	29,228	19.06	F	46,419	557,028	4/1/05	Office
	Marriott Library - 540 Arapeen Drive, #200	3,877	16.00	F	5,170	62,040	8/1/2005	Office
615 Arapeen Drive								
	Dept. of Anesthesiology - 615 Arapeen Drive, #200	6,305	21.31	F	11,199	134,388	4/1/01	Research & clinical offices
	Dept. of Technology Transfer - 615 Arapeen Drive, #110	8,647	24.72	F	17,814	213,768	3/1/04	Office & laboratory
	Utah Diabetes Center - 615 Arapeen Drive, #100	19,771	24.55	F	40,450	485,400	11/1/00	Office & laboratory
675 Arapeen Drive								
	Department of Pharmacy Services - 675 Arapeen Drive, #100	7,193	27.58	F	16,534	198,408	7/1/07	Health Care & IV Therapy
	Utah Center for Reproductive Medicine - 675 Arapeen Dr., #205	10,798	27.91	F	25,118	301,416	10/28/02	Office & medical clinic
	The Utah Stem Cell Research - 675 Arapeen Dr., #101 & #302	13,865	26.77	F	30,930	371,160	9/1/05	Office & medical clinic
729 Arapeen Drive								
Hospital Activities:								
	Central Stores - 729 Arapeen Drive	9,030	5.42	N	4,076	48,912	3/1/98	Warehouse, distribution & storage
	Department of Radiology - 729 Arapeen Drive	1,995	12.01	N	1,997	23,964	1/1/01	Office, reading room & computer room
	Dept. of Radiology - Film File Storage - 729 Arapeen Drive	1,843	5.33	N	819	9,828	3/1/98	Warehouse, distribution & storage
	Hospital F&E - 729 Arapeen Drive	2,700	4.72	N	1,063	12,756	4/1/99	Warehouse, distribution & storage
	Hospitals and Clinics - Neurology Center- 729 Arapeen Drive	9,162	6.39	N	4,875	58,500	8/1/04	Warehouse, distribution & storage
	Hospitals and Clinics - Radiology Outpatient Imaging - 729 Arapeen Dr	6,107	12.46	N	6,343	76,116	8/1/04	General storage & warehousing
	Surgical Specialty Center - 729 Arapeen Drive	3,209	14.07	N	3,762	45,144	5/1/02	Clinical exam room & office
	University of Utah - Office of the Sr. V. P. of Health Sciences - 729 Arapeen Drive	41,669	$11.64	N	$40,417	$485,004	1/1/98	Laboratory & office

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
295 Chipeta Way								
	Health Sciences Pediatrics - 295 Chipeta Way	52,866	$18.00	F	$79,299	$951,588	12/2/04	General medical office
375 Chipeta Way								
	Family & Preventive Medicine's Health Research Ctr. - 375 Chipeta Way	38,856	21.96	F	71,099	853,188	4/1/01	Office, research, development & laboratory
	Sleep Disorder & Sinus Clinic - 375 Chipeta Way, #A	6,062	29.51	F	14,906	178,872	1/1/01	Office, research, development & laboratory
391 Chipeta Way								
	Dept. of Family & Preventive Medicine, Rocky Mountain Center for Occupational & Environmental Health Program - 391 Chipeta Way, #C	9,704	18.67	F	15,100	181,200	10/1/03	Office & laboratory
	Genetic Epidemiology - 391 Chipeta Way, #D1 & D-2	7,248	18.75	F	11,325	135,900	11/8/94	Office & laboratory
	Radiopharmacy (Subleased to PLCO Cancer) - 391 Chipeta Way, #A	5,047	19.62	F	8,252	99,024	12/1/96	Office & laboratory
	V.P. for Health Sciences - 391 Chipeta Way, #E, F & G	3,475	18.50	F	5,357	64,284	9/1/94	Office
410 Chipeta Way								
	Department of Genetics & Epidemiology -410 Chipeta Way, #110 & #100 (freezer space)	6,673	11.44	N	6,364	76,368	4/1/06	Office & laboratory
	Dept-Physiology-410 Chipeta Way, #150,125	5,116	13.01	N	5,546	66,552	4/25/97	Office & laboratory
	Dept of Physiology & Cardiovascular #1 & #2 (Formerly Expansion Space)	3,329	12.56	N	3,485	41,820	10/8/96	Research, office & UNI
	Lung Health Study, #221 - 410 Chipeta Way, #221, 220,219	4,461	15.66	TN	5,822	69,864	9/1/93	Office
	Rocky Mountain Cancer Data Systems -410 Chipeta Way, #230	1,759	17.48	N	2,562	30,744	8/1/93	Office
420 Chipeta Way								
	Health Sciences - 420 Chipeta Way	54,150	12.48	N	56,338	676,056	3/1/06	Office, medical office, research & laboratory
546 Chipeta Way								
	Pain Management Center - 546 Chipeta Way, #G200	6,986	15.85	N	9,229	110,748	8/17/95	Office
650 Komas Drive								
	Department of Psychiatry -650 Komas, #206	6,601	21.71	F	11,940	143,280	9/1/06	Research & general offices
	Information Technology Services -650 Komas, #100	7,059	21.30	F	12,531	150,372		IT service & related training & storage
	IT Services -650 Komas, #101, 102, 104, 107, 107A, 108	24,150	18.09	F	36,415	436,980	9/16/05	IT service & related training & storage
	Information Technology Services -650 Komas Drive, #105	3,167	21.31	F	5,624	67,488	7/1/06	IT service & related training & storage
	Medical Billing -650 Komas Drive, #202, 203, 204	14,780	20.41	F	25,144	301,728	6/1/06	Office & related services
	Medical Billing - Office of Compliance- 650 Komas Drive, #205	1,578	20.69	F	2,721	32,652	6/1/06	Office & related services
	Neuropsychiatric Institute - Adult Behavioral Clinic -650 Komas Dr., #208	10,175	21.85	F	18,531	222,372	8/1/05	Office & medical clinic
	Neuropsychiatric Institute - Home -650 Komas Drive, #200	11,435	21.86	F	20,833	249,996	8/1/05	Office & medical clinic
	Utah Cancer Registry & Alzheimer's Resource Center -650 Komas Dr., #106 A & B	7,189	20.69	F	12,394	148,728	11/1/05	Office, research & clinic
417 Wakara Way								
	University of Utah Lease - Tenants (See comments) - 417 Wakara Way	71,296	15.45	N	91,820	1,101,840	2/1/05	Research, office & leasing of commercial office
419 Wakara Way								
	Child Development Center - 419 Wakara Way, #100	8,463	12.73	N	8,978	107,736	9/1/96	Day care center
	College of Pharmacy/Medicinal Chemistry - 419 Wakara Way, #205	6,054	15.14	TN	7,638	91,656	10/1/00	Office & lab
420 Wakara Way								
	Human Resources, Payroll - 420 Wakara Way	29,977	25.65	F	64,065	768,780	4/14/02	Office, classroom & educational uses
421 Wakara Way								
	College of Pharmacy - 421 Wakara Way, #318	16,743	16.00	N	22,324	267,888	1/1/87	Research & office
	College of Pharmacy/Center for Cell Signaling - Wakara Way, #360	4,076	17.68	N	6,005	72,060	3/1/01	Research & office
	Department of Information Technology (Health Science) 421 Wakara Way	107	$15.03	F	$134	$1,608	12/1/06	Closet

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
421 Wakara Way - continued								
	Department of Radiology 421 Wakara Way #140	4,747	$15.65	N	$6,191	$74,292	1/1/08	Classroom
	Drug Information Center & Pharmacotherapy Outcomes Research Center - 421 Wakara Way, #204	5,233	16.50	TN	7,196	86,352	1/1/04	Office
	Pharmacological Outcomes Research Center -421 Wakara Way, #208	6,194	16.17	TN	8,347	100,164	4/11/05	Office
423 Wakara Way								
	Energy & Geosciences Institute - 423 Wakara Way (1st/3rd floors)	34,699	15.67	N	45,305	543,660	9/1/96	Office
520 Wakara Way								
	Health Sciences - Professional Education - 520 Wakara Way	52,000				0	5/1/99	Educational purposes
590 Wakara Way								
	Orthopedic Specialty Hospital - 590 Wakara Way	105,000	21.58	N	188,866	2,266,392	9/20/04	Full-Service hospital
OTHER OFF CAMPUS LEASES								
	Beehive Square Storage - Beehive Square Units - Bldg. 23-D, Units 21A	17,294	3.65	N	5,264	63,168	2/1/02	Storage
	Beehive Sq. Storage (Physics Dept) -Beehive Sq. Units - Portions of Bldg. 13-15	4,800	5.14	N	2,057	24,684	8/1/06	Storage & shop space
	Bureau of Economic and Business Research - 1060 N. Beck Street, 438	128	15.47	N	165	1,980	8/1/06	Storage
	College of Engineering - V.P. Pershing - Beehive Square Units - Bldg. 23C, 23B, 22A, 23E	33,278	4.99	N	13,847	166,164	7/1/95	Research & office
	Continuing Education/School of Business/USTAR College of Law	6,605	16.00	F	8,807	105,684	1/15/08	Classroom & office
	Dept. of Dermatology - Cottonwood Place Medical Center, #150, 160	5,058	20.60	F	8,681	104,172	1/15/02	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #250	2,878	18.57	F	4,454	53,448	4/15/04	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #270	1,853	20.22	F	3,122	37,464	10/1/05	General office & medical clinic
	Dept. of Dermatology - Cottonwood Place Medical Center (6095 South 300 East, Murray), #280	1,443	19.32	F	2,323	27,876	12/1/06	General office & medical clinic
	Dept. of Family & Preventive Medicine, Health Research Center - American Indian Health Project - Ayani' Neez Center @ Shiprock, New Mexico	640	17.89	F	954	11,448	4/1/03	Research office for prospective study of American Indians & Alaskan natives
	Department of Nephrology (DBA Wasatch Kidney Specialists)	2,010	14.50	N	2,429	29,148	12/1/07	Medical office
	Department of Neurosurgery - 100 North Medical Drive	3,445	18.22	F	5,231	62,772	7/1/02	Clinic and office
	Department of Orthopedics - Ambulatory Care Center (PCMC)	5,288	18.63	F	8,209	98,508	7/1/02	Clinic and office
	Department of Pediatrics - Ambulatory Care Center (PCMC)	11,086	17.51	F	16,176	194,112	1/1/01	Medical office
	Department of Psychology - Family Support Program - 3269 South Main Street	907	16.59	F	1,254	15,048	11/1/05	Office
	Department of Special Education - Reading Clinic -Cedar Park, 5282 S. 320 W., #D-100, Murray, UT	3,331	13.80	N	3,831	45,972	7/1/06	General business office
	Energy & Geosciences Institute - 865 S. 600 W., Bldg. 22-C	17,100	5.16	N	7,352	88,224	8/1/98	Warehouse & office
	HealthNetwork - Basement - 1492 West Antelope Drive, Layton	3,528	16.96	N	4,987	59,844	2/4/99	General offices
	HealthNetwork - Main Floor - 1492 West Antelope Drive, Layton	12,800	20.39	N	21,744	260,928	9/30/98	General offices
	HealthNetwork - Stansbury Park - 220 Millpond, #100	12,000	24.77	N	24,774	297,288	8/2/99	General medical office
	Health Sciences [3] - 127 South 500 East (Ambassador Bldg.)	96,000	10.32	TN	82,529	990,348	5/1/02	Office
	Hospital Lease - 144-146 South 400 East (Entire Main Floor)	5,500	9.82	N	4,502	54,024	5/14/04	Office & warehouse
	Hospital - Records - 134 South 400 East	15,419	$5.76	N	$7,400	$88,800	10/15/95	Office & warehouse

Dept	Location	Gross Sq. Feet	Cost per Sq. Foot	Net or Full	Monthly Payment	Yearly Payment	Start	Type of Space
OTHER OFF CAMPUS LEASES - continued								
	Hospitals & Clinics - Centerville Medical Bldg, 26 S. Main St., Centerville, UT	8,510	$14.85	F	$10,531	$126,372	7/1/06	Medical office
	Hospitals and Clinics - 3981 South Wasatch Blvd.	300	35.00	F	875	10,500	9/15/06	Medical office
	Hospitals and Clinics - Gondola Bldg., Park City Resort Center	1,440	11.06	N	1,327	15,924	11/1/96	Medical clinic & office
	Hospitals and Clinics - Redstone Project -Bldg. B - Redstone Business & Retail Center, Park City, UT	18,039	20.21	N	30,381	364,572	9/1/05	Medical clinic
	Hospitals and Clinics - 1091 West Jordan Parkway, #350, 400, 450 & 500 South Jordan	6,369	17.39	N	9,229	110,748	8/1/03	General medical office
	Madsen Health Center (formerly Wasatch Clinics) - 555 Foothill Boulevard	32,000	11.35	TN	30,270	363,240	4/3/88	Clinic
	Moran Eye Center - 4400 South 700 East, #240	4,617	12.75	N	4,906	58,872	9/1/86	Medical office
	Moran Eye Center - 6360 S. 3000 E. (Old Mill II Med. Ofc. Bldg.), #200	5,894	18.48	F	9,077	108,924	5/11/98	Medical office
	Parking Structure - Institute of Religion - South Campus Drive				31,963	383,556	8/19/03	Parking
	Parking Surface Use - Institute of Religion - South Campus Drive					0	3/1/03	Parking (No monetary fee for lease. University has agreed to maintain the Licensed Space pursuant to the terms and conditions of the Agreement.)
	Radiation Oncology Program - 1250 East 3900 South, #10	6600	11.56	N	6,358	76,296	5/1/06	Medical office
	Sugar House Family Practice Clinic - SE Corner of Wilmington and Highland Dr	8,788	20.91	TN	15,313	183,756	3/20/96	Clinic
	Sugar House Rehabilitation Clinic-space F6 - SE Corner of Wilmington and Highland Dr.	3,581	19.34	TN	5,770	69,240	3/20/96	Clinic
	UU Investment Management	138	69.57	F	800	9,600	4/23/08	Office
	Virginia Tanner Creative Dance Program - 2580 Jefferson Avenue, Ogden						8/28/06	Classroom
	Virginia Tanner Creative Dance Program - 2080 Gold Dust Lane (Prospector Sq.) - Park City						8/28/06	Classroom
	West Valley Outreach - 1060 South 900 West (in Jordan Park)					0	11/1/02	Community resource building
		1,341,943			$1,717,869	$20,614,428		
Residential:								
	Hinckley Institute of Politics - 01 113 2950 Van Ness St. #113				$2,275	$27,300	4/15/02	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #204				2,310	27,720	4/23/08	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #230				2,151	25,812	4/15/02	Apartment
	Hinckley Institute of Politics - 01 230 2950 Van Ness St. #330				2,385	28,620	4/7/07	Apartment
	Hinckley Institute of Politics - 01 515 2950 Van Ness St. #515				2,298	27,576	4/15/02	Apartment
	Hinckley Institute of Politics - 01 610 2950 Van Ness St. #610				2,397	28,764	4/15/02	Apartment
	Hinckley Institute of Politics - 01 910 2950 Van Ness St. #910				3,920	11,760	9/13/08	Apartment
	Hinckley Institute of Politics - 01 930 2950 Van Ness St. #930				2,238	26,856	4/15/02	Apartment
	Dept of Physics - Brigham Apartments #825				$1,200	$14,400	1/11/08	Residence
LAND:								
	KUED - Mt. Vision	.43 acre			$3,312	$39,744	7/18/02	Broadcasting & transmitting
	Physics Dept. - Dugway Proving Grounds	988 acres				0	12/31/04	N/A
	Physics Department - Kia Martens -Millard County - near Delta, Utah	120 acres				0	2/1/04	$990/yr. for first 5 yrs. Rent may be increased after 5 yrs. and each succeeding 5 yr. period.
	Seismograph Station* - Various points in Utah	428 seismograph stations				0	Varies	*Documents available thru Sue Nava, 1-6274
	UU Madsen Health Center Parking Lot	.75 acres				$1,000		Parking lot

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: <u>USHE – Institutional Residences Annual Report</u>

        Regent Policy R207 requires that each USHE institution provide an annual report regarding
institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance
related to the institutional residences. The attached report identifies the approved budget and expenditures
for each institution over the past five years.

<u>Commissioner's Recommendation</u>

        <u>This is a discussion item only; no action is needed.</u>

                                    _____
                                    William A. Sederburg
                                    Commissioner of Higher Education

WAS/TC
Attachments

Utah System of Higher Education

Institutional Residences Operation and Maintenance Costs Report

	2003-04 Budget	2003-04 Actual	2004-05 Budget	2004-05 Actual	2005-06 Budget	2005-06 Actual	2006-07 Budget	2006-07 Actual	2007-08 Budget	2007-08 Actual	2008-09 Budget	Source of Funds	Square Footage
U of U [1]	$62,100	$96,967	$102,350	$99,768	$83,100	$80,618	$51,150	$46,723	$56,670	$52,675	$56,670	Discretionary Funds	11,439
USU	$72,000	$76,826	$72,000	$71,032	$72,000	$73,381	$74,000	$74,000	$73,500	$72,111	$73,200	E&G	8,479
WSU [2]	$19,200	$24,462	$19,066	$0	$19,066	$7,199	$15,000	$12,285	$15,000	$13,188	$14,000	E&G	3,900
SUU [3]	$16,000	$15,436	$16,000	$18,191	$19,000	$15,260	$62,350	$99,352	$26,000	$27,562	$139,900	E&G	11,314
SNOW	$13,183	$6,725	$15,458	$6,777	$24,450	$21,940	$12,000	$6,598	$9,001	$7,168	$9,001	E&G	6,128
DSC	$14,600	$12,929	$14,700	$12,222	$14,700	$4,426	$0	$0	$19,950	$44,723	$19,950	E&G & Discretionary	5,246
CEU [4]	$4,900	$0	$3,500	$3,462	$4,800	$4,794	$4,800	$4,982	$5,000	$0	$0	E&G	3,684
UVU	$35,747	$21,112	$26,074	$24,859	$35,243	$16,865	$20,940	$15,780	$20,940	$27,581	$20,940	E&G & Discretionary	5,075
SLCC	$51,100	$8,471	$50,400	$16,563	$68,600	$33,621	$69,600	$33,915	$70,700	$19,418	$68,700	E&G & Discretionary	8,343

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to our institutional residences.
Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table below.

(1) UU: FY 2004, 2005, 2006 increase in expenses to address deferred maintenance issues.

   UU: FY 2007 $23,500 additional budget planned for deferred repair and replacement costs

(2) WSU: This is the President's private residence.

(3) SUU: Has an increase in costs for 2006-07 related to repairing and furnishing the home for a new president, FY2009 includes finishing an unfinished basement

(4) CEU: All Residence Maintenance in 2003-04 paid for by the President of the institution's personal funds, beginning FY 08 DFCM assumed responsibility for O&M related to the President's Residence; the President's Residence was sold in the current year.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Fall 2008 Enrollment Report

The attached report summarizes the 2008-09 Fall 3rd week enrollment figures for the traditional nine institutions. The report provides information regarding student headcount and FTE counts for both budget-related and self-support students.

The total budget-related student headcount for Fall 2008 is 130,983. This represents an increase of 3,351 students over the 127,632 students reported in Fall 2007. The budget-related FTE count for Fall 2008 at 3rd week is 94,149. When compared to 91,432 budget-related FTE students reported in Fall 2007, the difference between Fall 2007 and Fall 2008 represents a total increase of approximately 2,717 FTE students enrolled at the nine USHE traditional institutions.

Fall 2008 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2007	FTE	Change over 2007
University of Utah	27,804	119	3,184	57
Utah State University	21,086	(369)	5,706	38
Weber State University	17,713	624	1,750	273
Southern Utah University	6,473	63	5,749	83
Snow College	3,353	151	2,369	80
Dixie State College	5,889	680	4,332	460
College of Eastern Utah	1,906	107	1,352	(1)
Utah Valley University	22,292	1,333	5,614	1,243
Salt Lake Community College	24,467	643	4,094	484
USHE Total	**130,983**	**3,351**	**94,149**	**2,717**

Notes:
(1) UCAT reports enrollment information on an annual basis due to the open-entry/open-exit enrollment method

(2) FTEs are based on a formula calculation and are rounded to the nearest one.
(3) Fall 2008 headcount increases reflect a change in policy to require high school concurrent enrollment to be recorded prior to the third week reporting deadline.

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

<u>Commissioner's Recommendation</u>

<u>This item is for information only.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/JAC
Attachments

Utah System of Higher Education

Fall 2008 3rd Week Headcount Enrollment Report *

TOTAL HEADCOUNT (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
UU	29,797	30,228	431	1.45%
USU	24,421	23,925	(496)	-2.03%
WSU	18,306	21,674	3,368	18.40%
SUU	7,057	7,516	459	6.50%
SNOW	3,745	3,798	53	1.42%
DSC	5,944	6,443	499	8.40%
CEU	2,078	2,082	4	0.19%
UVU	23,840	26,696	2,856	11.98%
SLCC	25,144	29,866	4,722	18.78%
USHE	140,332	152,228	11,896	8.48%

BUDGET RELATED HEADCOUNT	PRIOR	CURRENT	CHANGE	CHANGE
UU	27,685	27,804	119	0.43%
USU	21,455	21,086	(369)	-1.72%
WSU	17,089	17,713	624	3.65%
SUU	6,410	6,473	63	0.98%
SNOW	3,202	3,353	151	4.72%
DSC	5,209	5,889	680	13.05%
CEU	1,799	1,906	107	5.95%
UVU	20,959	22,292	1,333	6.36%
SLCC	23,824	24,467	643	2.70%
USHE	127,632	130,983	3,351	2.63%

Notes:

USHE Data Book Tab C Tables 2-6 report Budget Related and Self Supporting student headcount information

Source for "Prior" year headcount information 2008 USHE Data Book Tab C Table 7

Utah System of Higher Education

Fall 2008 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,314	23,425	111	0.48%
USU	17,129	17,154	25	0.14%
WSU	12,359	13,415	1,056	8.54%
SUU	5,847	6,100	253	4.32%
SNOW	2,507	2,575	68	2.71%
DSC	3,988	4,422	434	10.88%
CEU	1,449	1,420	(29)	-2.02%
UVU	16,135	17,910	1,775	11.00%
SLCC	13,939	15,416	1,477	10.60%
USHE	96,667	101,835	5,168	5.35%

BUDGET RELATED FTE	PRIOR	CURRENT	CHANGE	CHANGE
UU	23,127	23,184	57	0.25%
USU	15,668	15,706	38	0.24%
WSU	11,477	11,750	273	2.38%
SUU	5,666	5,749	83	1.46%
SNOW	2,289	2,369	80	3.50%
DSC	3,872	4,332	460	11.87%
CEU	1,353	1,352	(1)	-0.08%
UVU	14,371	15,614	1,243	8.65%
SLCC	13,610	14,094	484	3.56%
USHE	91,432	94,149	2,717	2.97%

Notes:

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

Source for "Prior" year FTE information 2007 USHE Data Book Tab C Table 8

Utah System of Higher Education

Fall 2008 3rd Week Budget-Related Headcount by Gender

GENDER	PRIOR	CURRENT	CHANGE	CHANGE
FEMALE	61,646	63,793	2,147	3.48%
MALE	65,318	67,093	1,775	2.72%
Unknown	668	97	(571)	-85.48%
Total	127,632	130,983	3,351	2.63%

Utah System of Higher Education

Fall 2008 3rd Week Budget-Related Headcount by Ethnicity

Ethnicity	PRIOR	CURRENT	CHANGE	CHANGE
American Indian Alaskan	1,416	1,467	51	3.6%
Asian	2,911	3,074	163	5.6%
Black or African American	1,229	1,422	193	15.7%
Hispanic or Latino	6,095	6,731	636	10.4%
Native Hawaiian or Pacific Islander	914	1,116	202	22.1%
Non Resident Alien	3,562	3,773	211	5.9%
Unspecified	10,502	11,023	521	5.0%
White	101,003	102,377	1,374	1.4%
Total	127,632	130,983	3,351	2.6%

Utah System of Higher Education

Fall 2008 3rd Week Budget Related Enrollment Numbers

USHE Institution	Headcount	Change over 2007	FTE	Change over 2007
University of Utah	27,804	119	23,184	57
Utah State University	21,086	(369)	15,706	38
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Southern Utah University	6,473	63	5,749	83
Snow College	3,353	151	2,369	80
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USHE Total	**130,983**	**3,351**	**94,149**	**2,717**

Notes:

 (1) UCAT reports enrollment information on an annual basis due to the open entry open exit enrollment method

 (2) FTE's are based on a formula calculation and are rounded to the nearest one.

 (3) Fall 2008 headcount increases reflect a change in policy to require high school concurrent enrollment to be recorded prior to the third week reporting deadline.

October 15, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Campus Retention Plan Reports from Utah Valley University and the
           Utah College of Applied Technology (UCAT)

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

The reports continue this month with presentations from Utah Valley University and the Utah College of Applied Technology. The final two institutions to report, the University of Utah and Salt Lake Community College, will report at the December meeting.

Commissioner's Recommendation

This item is for information only and requires no action.

_____\
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachments

STUDENT RETENTION AT
UTAH COLLEGE OF APPLIED TECHNOLOGY CAMPUSES
Prepared for the Utah State Board of Regents
October 13, 2008

RETENTION DEFINED FOR TECHNICAL COLLEGES

The mission of the Utah College of Applied Technology is to provide "career and technical education to both secondary and adult students to meet the demand by Utah employers for technically skilled workers…. UCAT prepares students to enter, re-enter, upgrade, or advance in the workplace…". Richard Alfred et al. have written in *Core Indicators of Effectiveness for Community Colleges* (2007) that "*student goal attainment … is the most important of the student progress indicators*" (p. 14).

In accordance with its workforce mission and in the spirit of the position taken by Alfred and his associates, retention for UCAT means *the extent to which students complete the educational objective they declared upon their initial enrollment.*

EVALUATING AND MEASURING RETENTION

As indicated in the mission statement and retention definition, UCAT serves a multi-faceted set of workforce training objectives. Such objectives can vary from an interest in taking one course to the completion of a certificate. While exact data are not available as of the printing of this report, the estimated FY2008 enrollment distribution for each of the UCAT enrollment categories is indicated in the following table.

FY2008 UCAT Enrollment Categories
11,801 Secondary Education
12,813 Occupational Preparation[1]
16,949 Skill Upgrade
15,740 Custom Fit (skill upgrade)

57,303 Total Students[1]
* Sources: estimated from UCAT 2008 Enrollment Data, and
(1) Campus Annual Reports to the Council on Occupational Education, December 2007

The objectives of the estimated 44,490 students who enrolled as part of their secondary education or for skill upgrades were generally accomplished on completion of a single, relatively short-term course. This report will focus on the retention and completion of those students enrolled in occupational preparation programs, for which the enrollment objectives are certificates/degrees and employment, and which by nature are more long-term (a few weeks to two years) and require greater persistence to achieve.

Occupational Program Completers: Institutional accreditation of UCAT campuses is provided by the Council on Occupational Education (COE), an accreditation body for technical institutions which provides national benchmarks and standards. COE defines a

post-secondary completer as "a student who has demonstrated the competencies required for a program and has been awarded the appropriate credential (graduate completer) *or* has acquired sufficient competencies through a program to become *employed in the field of education pursued or a related field* as evidenced by such employment (non-graduate completer)" (Council on Occupational Education, *Handbook of Accreditation*, 2008, p. 67 – emphasis added). Successful completion (retention), therefore, includes both those who have earned a certificate/degree and those who attained the program's employment objective without the credential.

As a condition of continuing accreditation, each campus is required to meet a program completion benchmark based on the national average of all the reporting technical education institutions each year. Any institution whose completion rate is less than one standard deviation below the average is required to take corrective action and risks forfeiting its accreditation.

As shown in the table below, all UCAT campuses are in the acceptable range for program completion for the most recent COE reporting year, with three campuses exceeding the national average. UCAT is doing well with retention as defined for program completion, with 69.25% of students completing, and still has plenty of room to improve.

2007 UCAT Completion Rates	
Bridgerland ATC	60.97%
Davis ATC	61.37
Dixie ATC	74.73
Mountainland ATC	79.29
Ogden-Weber ATC	77.98
Salt Lake-Tooele ATC	62.81
Southwest ATC	69.92
Uintah Basin ATC	60.12

UCAT Total of Campuses	69.25
COE National Average 2006	71.79
COE Acceptable Minimum	59.14

* Source: Campus Annual Reports to the Council on Occupational Education, December 2007

To evaluate retention efforts and results, UCAT requested a report from each campus. Themes and highlights from the campus reports are summarized below.

RETENTION SUCCESSES

Programs specifically cited by campuses as the greatest retention successes shown in their data were practical nursing, medical assisting, emergency medical technician, pharmacy technician, health care technologies, business technologies, medical office lab technician, accounting clerk, nursing assistant, and commercial drivers license.

Campuses observed that programs for which a professional credential or licensure requires program completion, such as practical nursing and emergency medical technician, tended to have more successful retention and completion. Programs with high job placement rates that virtually guarantee a job upon completion, and which also had high student demand that exceeded enrollment capacity, also experienced greater student persistence.

Ogden-Weber ATC reported an initiative in which the entire campus took on recruitment and retention as a project, implementing a report advising faculty of students in danger of

being dropped for non-attendance, encouraging faculty to contact and take action with students to keep them in school, and creating retention teams to increase participation in campus-level orientations and to have instructors provide one-on-one orientation for new students the first day of class in open-entry programs. In one noteworthy effort, continued for the third year after exceptional results, the counselor assigned to the cosmetology program (one of the longest) sets up an appointment with every student who is below a standard progress level, periodically including a faculty member. The overall campus initiative has yielded significant increases in students completing objectives, with the campus exceeding its FY08 institutional goal by 16%.

The Uintah Basin ATC has stabilized withdrawal rates that previously were escalating by restructuring its Workplace Relations class, which is required for all occupational preparation programs. Students from all program areas meet monthly for the first six months of their program, creating a support system where they are taught skills by UBATC's career counselors and each other that will help them in school, future employment, and life.

RETENTION CHALLENGES

Even though non-graduating students obtaining related employment are considered successful completers, UCAT and its campuses remain concerned about encouraging them to master unfinished competencies that will enhance productivity for themselves and their employers. In the high employment economy of the last few years, campuses have cited pre-completion hiring as the chief reason for students leaving programs – an outcome that is both celebrated and regretted. It is an expression of confidence by employers that even partial training is sufficient to meet their immediate workforce needs, yet may also be an indication that their workers may not be fully ready. Student attraction to a job and a good wage, and a desperate employer's attraction to an available partly-trained worker, create a retention dilemma.

Other challenges to retention cited by campuses included:
- the financial obstacle for students who do not have the funding necessary to complete a program – often not so much with tuition as with other life expenses, particularly child care.
- program length as a hindrance to persistence, with some longer programs having lower completion rates.
- life and social barriers such as lower learning levels, medical or emotional issues, and juggling family and work responsibilities, which are often particularly keen for sponsored students from social services agencies.
- student adjustment to the open-entry, self-paced system of instruction. While many report success where they struggled in a more traditional educational environment, the transition to a learning situation in which students take active and individual responsibility for their own education can be an unexpected adjustment for some. Although schedule flexibility makes it easier for most to stay by adjusting school to their life situations, some are tempted to leave when life becomes difficult because returning is so easy.
- availability and/or cost of transportation to the campus, due either to the inaccessibility of public transportation or the increased price of gasoline.
- strained counseling resources. Counselors spend most of their time with troubled students with good effect, while students in the middle who have the most likelihood

of being successful with the right encouragement and resources are often neglected due to low counselor-to-student ratios.

PROCESSES THAT SUPPORT RETENTION

Campuses described a number of processes they have implemented that support retention.

Assessment, Advisement, and Remediation: Through assessment and counseling, campuses help students identify and address career and program interests, aptitudes, and basic skills gaps, ensuring they are prepared for success before they begin their programs. Many campuses have students meet with instructors prior to enrollment to assure full understanding of the demands of the program. Campuses have various versions of training plans or educational contracts which, when completed with a counselor, serve as tools for the student, counselor and faculty to monitor and assure satisfactory progress through completion. Basic skills labs help students remediate in reading and math.

Supportive and Continuous Campus Relationships: Front office and other faculty/staff are trained in program areas and ways to form connections with students to increase integration and retention. Davis ATC provides training, handbooks, and tools to guide faculty and staff in identifying behavioral warning flags so they can refer students for early counseling intervention. They are developing a peer mentoring program to connect with and acclimate new students to training programs, build relationships, and identify concerns to be referred to counselors. Small UCAT class sizes inherent in technical training and the individualized nature of open-entry open-exit instruction facilitate one-on-one relationships and guidance from the teacher. Caring instructors know their students by name and know if they are missing and call to check if they miss class.

Student Progress Consultations: Faculty, department heads, and/or counselors meet regularly with their students to discuss progress and any concerns the students may have, building relationships that assist not only with training but also with life issues and that facilitate student success. Campuses have both structured and informal processes for contacting students whose attendance or performance falters or who leave school, and then assisting them in completing or returning to school.

Agency Relationships: Campuses have programs and processes in place to meet regularly and maintain an open dialogue with sponsoring agencies to facilitate the educational process for their sponsored students. Close partnerships with various agencies, in some cases on-site at the campus, provide complementary resources to meet student needs, such as Adult Education, Vocational Rehabilitation, Department of Workforce Services, etc.

Financial and Life Resources: Scholarships, financial aid, and tuition waivers assist students with financial resources required to complete programs. Davis ATC sets aside retention scholarship funding for up to two months of tuition and fees at the discretion of a counselor. Uintah Basin ATC uses impecunious tuition waivers. Mountainland ATC has students pay for their entire program prior to enrollment. The personal investment encourages completion. Diversity officers at some campuses provide scholarships and mentoring for non-traditional students. Ogden-Weber ATC has an on-site children's school, partnering with Head Start to provide affordable child care, and is in process of providing UTA transit passes to help students stay in school.

Student Feedback: Exit information collected from graduating or leaving students in surveys and interviews assists campuses to continually improve programs and processes for retention and success.

Employer-Driven Training: Employer advisory committees help to "right-size" programs to ensure program competencies and lengths are relevant to the employed positions, identifying intermediate certificate exit points as appropriate for various employment positions and levels. Employer surveys provide feedback on students' skills and training and help to continually improve program relevance and quality.

BOARD OF REGENTS HANDOUT
October 2008

Accomplishments

1. Awarded a five year, Title III grant, for $2 million in 2005. The goals of the grant are as follows:
   a. Implement a first-year experience (FYE)
   b. Implement a student retention information tracking system (SRITS)
   c. Implement a training process for UVU personnel on the FYE and SRITS
2. Purchased database warehouse system to track student information. Triggers (e.g., low GPA) have been identified to indicate which students are at most risk of dropping out and are being programmed into the system.
3. Developed an Early Alert program for freshmen-intensive classes which allows instructors to indicate which students are not attending class regularly or not doing well academically.
4. Created a first-year experience (FYE) course.
5. Developed and institutionalized Jumpstart Orientation, which is a customized orientation program for small groups of students.
6. Send StartSmart emails to Freshman each month highlighting UVU services and activities.
7. Conducted celebration to recognize transition students (deficient in reading, writing and math) with 3.0+ grade-point averages.

Strategic Planning Initiatives

1. Early intervention strategies are being developed in partnership with Academic Advising and Faculty Senate for at-risk students.
2. The Early Alert program is being assessed and revised with the goal of making it available for all faculty members each semester.
3. The FYE course will be assessed and presented to Deans and Faculty Senate to determine the feasibility of including it in general education requirements.
4. Leave of Absence forms are being created to accurately track students who leave.
5. Mentoring program is being developed for developmental courses.

Benchmarks

1. Be competitive with sister institutions with both six-year graduation and one-year retention rates.
2. Increase Fall-to-Fall retention by 12% by 2011 from the Fall 2004 baseline of 41% (grant goal).
3. Increase the number of students who declare a 4-year major during their first year by 5% from the 2004 baseline of 66% (grant goal).

Future Ideas

1. Require students deficient in reading, writing, and math to complete developmental courses within first year of college.
2. Develop social networking retention site.
3. Send birthday cards to Freshman students with goal of expanding it to all students.
4. Organize" UVU Major Opportunity" for first-year and undeclared major students to interact with advisors, faculty, and alumni in majors.
5. Develop a sophomore initiative to complement FYE activities.
6. Create a book scholarship for Junior students.
7. Determine why many seniors do not graduate and develop intervention strategies.

October 14, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Regents' Scholarship Program—Annual Report and Update

Background

The Regents' Scholarship is a program initiated by former Commissioner Kendell with the support of the Board of Regents and the Utah Legislature in 2008. An annual report was prepared for the Legislature's Education Interim Committee for their meeting on October 15. It provides information on the initial success of the program and the challenges in the future. A copy of this report is attached.

Since the implementation of the program earlier this year, a number of issues have been raised that need to be addressed through legislative amendments. The Commissioner's Office is working with Senator Lyle Hillyard, who sponsored the original bill, to prepare amendments for the 2009 legislative session.

We are seeing junior high schools and high schools beginning to respond by offering more rigorous courses and encouraging students to prepare for their scholarship. Melissa Miller Kincart and Carrie Beckman are providing the staff support for this program. Legislative support -- in particular, continued and expanded funding -- is crucial to the continued success and viability of the program.

Commissioner's Recommendation

This is an information item and requires no action.

_____
William A. Sederburg
Commissioner of Higher Education

WAS:db
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds℠

Scholarship Objective

There has been growing concern regarding the declining participation in college. In 1992, 41% of Utah's 18- to 24-year-olds were enrolled in post-secondary education; that rate dropped to 34% in 2006.* Additionally, the preparation of students for a post-secondary education is critical to their success. According to ACT, only 25% of Utah's 2008 high school graduates who took the ACT test are considered ready for college-level courses, indicating that 75% of Utah ACT test-takers will likely take at least one remedial course in their first year of college.

The Regents' Scholarship Program is created to award merit scholarships to students who complete a rigorous core course of study in high school (UCA 53B-8-108-1). This program is intended to improve a high school student's preparation for a postsecondary education (or the workforce) after graduation.

Overview

S.B. 180, sponsored by Senator Lyle Hillyard, was passed in 2008 with broad Legislative support (Senate: 26-1-2, House: 67-2-6), as well as endorsements from the Governor's Office, the Utah State Office of Education, the Salt Lake Chamber of Commerce, the United Way, and the Utah K-16 Alliance. The Legislature appropriated $900,000 ($400,000 ongoing, $500,000 one-time) to begin the program. The scholarship reward is redeemable at any Utah public or private non-profit accredited institution. Students qualify by meeting a defined course of study.

The Commissioner of Higher Education sent a letter to public high school principals statewide in May inviting participation in the new scholarship. The Utah System of Higher Education (USHE) received 672 applications by the May 30 deadline (compared with 14 applicants for the first year of the New Century Scholarship). Of those applicants, 163 qualified for the *Base Award*, 87 qualified for the *Exemplary Award*, and 19 received the UESP Supplemental award *(*see below).

- Base award –up to $1,000
    Complete a defined course of study with no individual course grade below a "C", and with a minimum GPA of 3.0.
- Exemplary Academic Achievement Award – Up to two years of 75% tuition
    Complete a defined course of study with no individual course grade below a "B", a minimum GPA of 3.5, and 26 or higher on the ACT.
- UESP Supplemental award to motivate college savings – up to $100 per year (up to $400 total) is awarded to students who meet the academic requirements and also contribute to a UESP 529 college savings account during ages of 14-17.

Base Award	$165,400.00
Exemplary Award (75% portion)	$131,711.78
UESP 529 Awards	$3,300.00
Total Award Amount paid to date	$297,111.78
Encumbered Exemplary for Semesters 2, 3 &4	$395,135.34
Total Award Amount for 2008 applicants	**$692,247.12**
Estimated Administrative Costs	$90,000.00
Total Cost for Regents' Scholarship FY 2008-2009	**$782,247.12**

Some examples of outcomes directly related to the objectives of the Regents' Scholarship:

- Public education schools are providing more rigorous courses.
  - Oak Canyon Junior High (Alpine School District) now has as many Biology sections as sections for Earth Systems offered in grade 9.
  - Davis School District has some schools (Central Davis, Fair Field, Mueller Park and South Davis) that now are offering more biology sections in grade 9 than prior to the school being a partner with Utah Scholars, thus leading to an increased pipeline of students.
- Alpine School District implemented a new software system to track students' course-taking patterns.
- Increased interest in the Regents' Scholarship and its required course of study: 900+ phone calls since May inquiring about the Regents' Scholarship from parents, counselors, and students, who are interested in learning more about the scholarship.
- Weber State University mentor partnership program through the Utah Campus Compact involving Mount Ogden Junior High School, to provide mentoring to students who are involved in the Utah Scholars Program and AVID (Advancement Via Individual Determination), helping build the pipeline of students from junior high to high school to college.

Next Steps:

- Work with Senator Hillyard in developing clean-up legislation effective for class of 2010.
  - Changes could include modification of scholarship eligibility (foreign language, I.B. track, course completion prior to senior year, alignment to ACT, etc.). Any expansion of eligibility increases costs.
- Legislative support to fiscally sustain the scholarship.

*Measuring Up, 2006

2008 Regents Scholarship Awards
By High School and Institution

School	# of Awards
Alta	3
American Fork	1
AMES	2
Bingham	3
Bonneville	4
Brighton	10
Clearfield	5
Copper Hills	1
CottonWood	1
Cyprus	1
Davis	1
Dixie	2
East	6
Emery	1
Enterprise	1
Fremont	3
Grand County	2
Granger	1
Grantsville	1
Highland	5
Hillcrest	13
Hunter	2
Intermountain Christian	1
Jordan	6
Juan Diego	2
Judge	4
Kearns	1
Layton	1
Layton Christian	1
Lone Peak	14
Murray	1
Northridge	1
Olympus	3
Orem	3
Park City	8
Payson	1
Pine View	3
Provo	1
Riverton	4
Rowland Hall/St. Mark's	2
Skyline	6
Snow Canyon	1
Springville	1
Taylorsville	5
Timpanogos	2
Timpview	8
Tooele	2
Weber	1
West	5
West Jordan	2
Woods Cross	4
Total Awards	**163**

Institution	# of Awards
Brigham Young University	53
College of Eastern Utah	1
Dixie State College	2
LDS Business College	0
Salt Lake Community College	3
Snow College	0
Southern Utah University	6
University of Utah	60
Utah State University	22
Utah Valley University	3
Weber State University	7
Western Governors University	0
Westminster College	6
Total Awards	**163**

October 13, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Legislative Update

Issue

It is important to keep legislators informed regarding significant issues involving the Utah State Legislature. This report is meant to update Regents on significant legislative developments since the September Board of Regents meeting.

Background

Since the last Board of Regents meeting on September 5, 2008, there have been a number of significant developments involving the Utah State Legislature which impact higher education. For instance, on September 9, the Legislative Task Force on Applied Technology and Higher Education Governance met and discussed in detail a new draft bill that would result in the merger of the Salt Lake Tooele Applied Technology College with Salt Lake Community College in Salt Lake County, keep the Utah College of Applied Technology as currently named with modifications in their governance while strengthening provisions that keep its non-credit mission of career and technical training. The draft bill was further refined by a working group on September 23 and will be considered at the next meeting of the Task Force (date to be announced). The Legislature met in Special Session on September 25-26 to enact budget cuts to the current fiscal year budget as well as the base budgets going forward into the next fiscal year. Higher Education received an on-going cut of four percent. On October 15 our office will be delivering a report to the Education Interim Committee on the first year of the Regents' Scholarship program. We are also planning our legislative outreach efforts for the 2009 Legislative Session which will begin in January.

These issues are discussed in greater detail in the attached report by Associate Commissioner David Buhler.

Commissioner's Recommendation

This is an information item and requires no action.

_____
William A. Sederburg
Commissioner of Higher Education

Attachment

Legislative Update for the Utah State Board of Regents and System of Higher Education
Prepared by David Buhler
October 10, 2008

Much has happened legislatively since the last Board of Regents meeting on September 5. I will focus on three main areas: The Legislative Task Force of Applied Technology and Higher Education Governance, the Special Session and the resulting budget cuts, and upcoming events.

Legislative Task Force

The Task Force met on September 9 and considered a new draft bill that was considerably different than the draft they had reviewed on August 8. This new draft, which will be sponsored by Rep. Ron Bigelow (who has carried every major piece of UCAT legislation since 2001) was further refined by a working group of representatives of the Commissioner's Office, Salt Lake Community College, UCAT, and legislative staff. The main features of the draft bill as refined by the working group are as follows:

1. UCAT continues with the name Utah College of Applied Technology and the campuses keep their current names (except SLTATC); campus presidents remain campus presidents.
2. The Salt Lake-Tooele ATC is merged, in Salt Lake County, with Salt Lake Community College. It will continue operating in Tooele County as the Tooele Applied Technology College campus. (The August draft bill proposed a "reverse merger," with the SLCC Skills Center becoming part of the SLTATC.) As is currently the case, there will be a separate budgetary line-item for the non-credit CTE programs at SLCC.
3. UCAT is technically part of the Utah System of Higher Education, making it eligible to be funded with education funds (income tax); however, the Board of Regents has no governing authority. Program approval and appointment of the UCAT President is now shifted to the UCAT Board of Trustees.
4. UCAT's essential nature as being a non-credit provider of CTE training is re-emphasized, including new language added to prohibit UCAT from seeking the ability to grant degrees or offer credit.
5. Language will be tightened to prohibit a UCAT campus from offering programs in another county without the prior approval of the higher education institution in that county (i.e., MATC offering programs in Salt Lake County in competition with SLCC).
6. The campus presidents' compensation will be set by the UCAT president and not by their local boards.
7. Agreement was reached on a number of provisions related to the merger of SLTATC in Salt Lake County with SLCC.
8. The Associate of Applied Technology Degree is eliminated. It is understood the Board of Regents and Commissioner's Office will facilitate statewide articulation.
9. Regents are no longer members of the regional UCAT campus boards of trustees. However, there will be one Regent (and one member of the State Board of Education) on the UCAT Board, along with two new members representing apprenticeship or trades people; the executive director of the Department of Workforce Services and the executive director of Governor's Office of Economic Development are also members. The UCAT Board appoints one of its members as a non-voting member of the Board of Regents. (We support the Governor's position that all UCAT Board of Trustee members be appointed by the Governor and confirmed by the Senate. We also have concerns about UCAT appointing a Regent.)

10. The hold-harmless language regarding future merger studies by the Board of Regents as we had proposed last legislative session is included in the bill; however, it now also includes DXATC in St. George.
11. Snow College and College of Eastern Utah are also required to have a separate budgetary line item for CTE (formerly UCAT functions). This is to protect their funding from being diverted to other programs.

No date has been set for the next meeting of the Task Force; however, when they meet we expect to give their final approval to the UCAT Bill. The Task Force has also indicated they are interested in discussing three other issues: The roles of Boards of Trustees as they relate to the Board of Regents, Concurrent Enrollment, and the Engineering Initiative.

Special Session

The Governor called a Special Session of the Legislature for September 25-26 to address a shortfall in state tax revenue from what was estimated in February. In total, the USHE-9 institutions and Board of Regents were cut $30.7 million, representing four percent for the current year going forward into the next fiscal year as our share of the total state budget cut of $251 million. (UCAT, UEN, and UMC also received a four-percent cut.) In addition to this on-going cut, the State Board of Regents/Commissioner's Office received a one-time cut of $574,800 from our non-lapsing balances. Since most of the state appropriations to the Board of Regents are for statewide programs that are then passed through to institutions, cuts will have to be reflected in these programs as well. Higher Education also committed to not impose a mid-year tuition increase.

The Legislature did assist Higher Education by providing presidents with a fair amount of discretion in how the cuts are to be imposed by not requiring each cut to be specified in advance. Further, the Legislature passed SB 2003, sponsored by Senator Greg Bell, which provides temporary authority to shift up to four percent between appropriated line items. We see these actions as a vote of confidence in our presidents to manage their institutions.

Cuts of this size cannot be imposed without consequences. The last time budget cuts were imposed (2002-2003), a number of steps were made by institutions to protect students from feeling the brunt of the cuts. In general, the budgets cut then have often not been restored, meaning, this round of cuts may be felt even more directly. Presidents and their staffs are working diligently to manage their institutions within the revenue available and without harming their missions or the students they serve. And yet it should be expected that there will be some reductions in employees, larger class sizes, scaling back or possibly eliminating some programs or services, and other similar measures to ensure that budget targets are met. Further detail on the implementation of the cuts is found in the Regents' Agenda under Tab K under Finance and Facilities.

Upcoming Events

The Commissioner's Office has been asked to report to the Education Interim Committee on the Regents' Scholarship program on October 15 (included under Tab P, Regents' Scholarship Annual Report). Also, we will report to the Executive Appropriations Committee on the intent language regarding mergers or partnerships between Utah State University and the College of Eastern Utah on November 19. As mentioned previously, we expect two or three additional meetings of the Task Force on Applied Technology and Higher Education Governance with dates to be announced.

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State Board of Regents
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October 10, 2008

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA Update

Issue

The UHEAA report scheduled at the last meeting of the State Board of Regents was postponed. An updated UHEAA presentation is provided in the material for this meeting.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF
Attachments

October 15, 2008

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

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 September 5, 2008, at the College of Eastern Utah in Price, Utah

   B. Grant Proposals
      1.   University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "Bioresponsive Combination"; $1,736,407. Patrick F. Kiser, Principal Investigator.

      2.   University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "Neuromodulation Dynamics"; $1,467,375. John A. White, Principal Investigator.

      3.   University of Utah – U.S. Department of Energy; "Tracer Methods Geothermal Systems"; $1,091,040. Peter E. Rose, Principal Investigator.

      4.   University of Utah – Department of Health and Human Services/Indian Health Service; "Tom-Orme-Nurseeduc-08'08"; $1,925,000. Lillian J. Tom-Orme, Principal Investigator.

      5.   University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; "AEDS for Chemical Threats"; $6,493,617. H. Steve White, Principal Investigator.

      6.   University of Utah – National Science Foundation; "Singularities in the Model Pro"; $1,195,760. Tommaso De-Frenex, Principal Investigator.

      7.   University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Metabolism of PAF;" $1,693,125. Diana M. Stafforini, Principal Investigator.

      8.   University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Drug Therapy of Sodium Channel"; $1,577,543. Michael F. Sheets, Principal Investigator.

9.   University of Utah – National Institutes of Health; "Nephron-Specific"; $2,257,500. Raymond Lance Miller, Principal Investigator.

10. University of Utah – National Institutes of Health; "TMEV Seizures"; $1,881,250. Robert S. Fujinami, Principal Investigator.

11. University of Utah – National Institutes of Health; "Infection Prevention Barriers"; $1,128,750. Kent N. Bachus, Principal Investigator.

12. Utah State University – National Institutes of Health; "Progression of Dementia: A Population Study"; $4,489,783. JoAnn Tschanz, Principal Investigator.

13. Utah State University – U.S. Department of Education; "Region VII Technical Assistance and Continuing Education Center"; $3,554,998. Jared Schultz, Principal Investigator.

14. Utah State University – Dominican Republic; "Agreement for Technical Cooperation Between the Government of the Dominican Republic and USU, Phase V"; $1,878,340. Edward Reeve, Principal Investigator.

15. Utah State University – National Aeronautics and Space Administration; "High-Performance, Low-Power Reconfigurable Architecture for Autonomous Onboard Hyperspectral Data Processing"; $1,134,279.63. Aravind Dasua, Principal Investigator.

16. Utah State University – University of Dayton Research Institute; "Next Generation Ionosonde (NEXION) Program"; $4,784,089. Larry Mortensen, Principal Investigator.

C. Grant Awards
   1. University of Utah – Utah Department of Health; "Juvenile Health Care Services"; $2,527,278. Leissa A. Roberts, Principal Investigator.

   2. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; "HIV/Host Interactions"; $3,646,835. Wesley I. Sundquist, Principal Investigator.

   3. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "National Children's Study"; $3,000,000. Edward B. Clark, Principal Investigator.

   4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base;" $1,150,499. Michael W. Varner, Principal Investigator.

   5. University of Utah – Health Resources and Services; "EMSC CDMCC"; $1,113,495. J. Michael Dean, Principal Investigator.

6.   University of Utah – U.S. Department of State; "Iraqi Judiciary"; $2,497,420. Wayne McCormack, Principal Investigator.

7.   Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDP)"; $1,075,068. V. Rasmussen, Principal Investigator.

8.   Utah State University – U.S. Department of Agriculture; "Functional Genomic in Nature"; $1,111,188. Bart Weimer, Principal Investigator.

9.   Utah State University – U.S. Department of Agriculture; "Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal"; $3,158,708. V. Rasmussen, Principal Investigator.

10.   Utah State University – NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer"; $1,884,935. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.

11.   Utah State University – State of Utah Division of Child and Family Services; "Utah State University Title IV-E Child Welfare Training Project"; $1,341,522. Derrik Tollefson, Principal Investigator; Terry Peak, Co-Principal Investigator.

12.   Utah State University – U.S. Air Force Research Laboratory; "Responsive Space Technologies Call 0010"; $1,291,027. Chad Fish, Principal Investigator.

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS MEETING
COLLEGE OF EASTERN UTAH, PRICE, UTAH
SEPTEMBER 5, 2008

Contents of Minutes

STATE BOARD OF REGENTS MEETING
COLLEGE OF EASTERN UTAH, PRICE, UTAH
SEPTEMBER 5, 2008

Minutes

Regents Present	Regents Excused
Jed H. Pitcher, Chair	Jerry C. Atkin
Bonnie Jean Beesley, Vice Chair	Janet A. Cannon
Rosanita Cespedes	Katharine B. Garff
France A. Davis	David J. Jordan
Greg W. Haws	Joel D. Wright
Meghan Holbrook	
Nolan E. Karras	
Robert S. Marquardt	
Basim Motiwala	
Anthony Morgan	
Teresa Theurer	
Marlon O. Snow	
John H. Zenger	

Office of the Commissioner
William A. Sederburg, Commissioner
Carrie Beckman, Policy and Special Projects Coordinator
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Ronell Crossley, UHEAA Research Officer
Joseph Curtin, Director of Institutional Research
Richard Davis, Deputy Director, UHEAA
David S. Doty, Director of Policy Studies and Assistant Commissioner
David Feitz, Executive Director, UHEAA
Kimberly Henrie, Assistant Commissioner for Budget and Finance
Stephen H. Hess, Chief Information Officer
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melissa Miller Kincart, State Scholars Initiative Program Director
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES
University of Utah
Michael K. Young, President
Paul T. Brinkman, Associate Vice President for Budget and Planning
Chuck Wight, Associate Vice President for Academic Affairs

Utah State University
Stan L. Albrecht, President
Raymond T. Coward, Provost
David Cowley, Associate Vice President for Financial Services/Controller

Michelle B. Larson, Assistant Provost
Sydney Peterson, Chief of Staff

Weber State University
Michael Vaughan, Provost
Brad Mortensen, Vice President for University Relations

Southern Utah University
Michael T. Benson, President
Rod Decker, Interim Vice President for Academic Affairs

Snow College
Scott L. Wyatt, President
Marvin Dodge, Vice President for Administrative Services
Craig Mathie, Dean of Student and Academic Affairs
Bradley A. Winn, Academic Vice President

Dixie State College
Stephen D. Nadauld, Interim President
Donna Dillingham-Evans, Academic Vice President
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah
Michael King, Interim President
Del Beatty, Dean of Students, Price Campus
Michelle Fleck, Interim Vice President of Academic Affairs
Eric Mantz, Chief Information Officer
Vicki Noyes, Professional Staff President
Susan W. Polster, Instructor and Faculty Advisor, *CEU Eagle*
Kevin Walthers, Vice President for Finance and Administrative Services
Garth Wilson, Dean of Students, San Juan Campus

Utah Valley University
Elizabeth J. Hitch, Interim President
Jack R. Christianson, Executive Director, Center for Engaged Learning
Cameron Martin, Assistant to the President
J. Karl Worthington, Interim Vice President for Academic Affairs

Salt Lake Community College
Cynthia A. Bioteau, President
Dennis Klaus, Vice President of Business Services
Joe Peterson, Vice President of Instruction

Utah College of Applied Technology
Richard L. White, President

Brian Foisy, Vice President of Finance and Administrative Services
Jared Haines, Vice President of Instruction and Student Services

Representatives of the Media
Kellie Henderson, *CEU Eagle*
Kris Kohler, *CEU Eagle*
Wendy Leonard, *Deseret News*

Other Guests
Michael A. Petersen, Executive Director, Utah Education Network

Following a meeting with the College of Eastern Utah Board of Trustees, the State Board of Regents convened in Committee of the Whole at 9:00 a.m. Chair Jed Pitcher called the meeting to order and excused Regents Jerry Atkin, Janet Cannon, Katharine Garff, David Jordan, and Joel Wright. He announced the room locations of the committee meetings to follow.

Administration of Oath of Office

Chair Pitcher administered the Oath of Office to Regents Robert S. Marquardt and Teresa Theurer. He congratulated them and welcomed to the State Board of Regents.

Regent Theurer said she would be completing her eighth year on the State Board of Education in December. She has enjoyed her service on that board and has already discovered that her experiences there will be beneficial to her service on the Board of Regents. She proudly announced that all of her children were graduates of Utah State University.

Regent Marquardt is a graduate of the University of Utah Law School, where he also earned an MBA degree. He served for eight years as a member of the Weber State University Board of Trustees, including four years as its chair. He currently serves as chair of the National Advisory Board for the University of Utah School of Business. Regent Marquardt said he was looking forward to serving on the State Board of Regents.

The Regents were dismissed to their respective committees at 9:15 a.m. and reconvened in Committee of the Whole at 11:05 a.m. Chair Pitcher recognized Dr. Elizabeth Hitch in her capacity as Interim President of Utah Valley University and Dr. William Sederburg at his first Board meeting as Commissioner of Higher Education.

State of the College

President King said CEU was celebrating its 70th anniversary this year. The school was originally called Carbon College (1938), affiliated with Carbon High School. It became the College of Eastern Utah in 1964. The San Juan Campus was added in 1977. Approximately 55,000 students have been served in those 70 years. Anniversary celebrations will be held on September 13 in Price and on September 18 in Salt Lake City. CEU serves the largest service region in the state – more than 18,000 square miles. The region is rich in natural resources.

CEU serves the traditional community college role, offering Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as non-credit courses preparing students for the workplace. CEU is also engaged in community activity. CEU has the highest diversity rate in the system, primarily due to the Native American students who attend the San Juan Campus. CEU serves many first-generation students.

CEU's Prehistoric Museum is one of five accredited museums in the state. It is a federal and state repository of more than 750,000 archaeological artifacts. There are 51,000 paleontological dig sites, in addition to the archaeological field schools and research stations in the area.

President King reviewed the accomplishments of prominent CEU alumni, including Dr. Troy Justesen, Assistant Secretary of Education.

Presentation by Commissioner Sederburg

Commissioner Sederburg thanked the Regents for allowing him the opportunity to serve the people of Utah as Commissioner of Higher Education. He thanked President King for his leadership at CEU. He also thanked the staff for welcoming him and for their hard work. He expressed special appreciation to Joyce Cottrell and Dave Buhler for their valuable assistance. He congratulated Dave Doty on his appointment as Superintendent of Utah's newest school district and said the position of Assistant Commissioner for Administration and Planning had been posted and nominations and applications invited.

The Commissioner briefly reviewed the events of the Commissioner's office since his appointment and outlined his plans for the next few months. His transition will consist of three stages: Information Gathering, Plan Development, and Implementation. Economic development is a big priority. The Presidents have met with the Governor and are planning an economic development roundtable.

Plans have been made for the Commissioner and members of his staff to visit each of the institutions. He invited the Regents to join him as he visits the various campuses. The first campus visited will be Utah State University on Tuesday, September 9. Dr. Cameron Martin is coordinating the campus tours.

Dr. Jim Phelps, a consultant from Michigan, will be helping the Commissioner develop a plan built on operating principles. The Commissioner has heard from several Regents that they would like to find a way to make Board meetings more productive. He invited Regent Zenger to lead a brief discussion about how to improve Board meetings.

Regent Zenger posed three questions: (1) What have we been doing that we should continue to do? (2) What could be delegated? (3) What could be added to make meetings more significant or valuable? The group broke into small discussion groups and came back with the following suggestions:

1. The Regents should concentrate on strategic issues and the Trustees should handle tactical issues.

2. Increase political productivity, with the greatest focus on theme-based best practices. Help the Regents to understand more thoroughly what happens on each campus. Creative strategic support is essential.

3. Minimize the amount of time spent in Board meetings. Accomplish the necessary business more quickly, focus on strategic governance issues and legislative initiatives. Become more effective as Regents and Presidents.

4. Reduce or eliminate reports. More time could then be spent on strategic issues and less time on management issues.

5. Regents should have a more participatory format on strategic issues, with less time spent listening to reports.

6. Review and update Regents' policies. Delegate more to the Resource and Review Teams. Have committee meetings outside of regular Board meetings. Require Regents' approval of only large expenditures, with institutional approval of routine expenditures.

Regent Zenger summarized the discussion into the following themes:

- More time on strategic issues and less time on tactical issues
- Fewer meetings, meatier agenda, opportunities for the Regents to visit campuses every year or two so they can get a "feel" for the mission and role of each institution
- Include legislators
- Better training of Trustees so that they understand their duties and responsibilities
- More coordination and correlation of committees – Are they the right committees? Should current subcommittee structure remain?

Commissioner Sederburg thanked Regent Zenger for his help with this important process.

General Consent Calendar

On motion by Regent Holbrook and second by Regent Morgan, the following items were approved on the Regents' General Consent Calendar (Tab U):

A. Minutes

1. Minutes of the Special Board Meeting held July 8, 2008, at the Regents' Offices in Salt Lake City, Utah

2. Minutes of the Regular Board Meeting held July 10-11, 2008, at Southern Utah University in Cedar City, Utah

B. <u>Grant Proposals</u> (On file in the Commissioner's Office)

C. <u>Grant Awards</u>

1. University of Utah – National Institutes of Health/National Cancer Institute; "Natural Anti-cancer Agents"; $1,115,726. Chris M. Ireland, Principal Investigator.

2. University of Utah – Department of Community and Culture; "HCI Appropriation"; $7,500,000. Kevin L. Cheney, Principal Investigator.

3. University of Uath – National Institutes of Health/National Center for Research; "University of Utah CTSA"; $4,513,700. James P. Kushner, Principal Investigator.

4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "MFMU Network Base"; $1,652,269. Michael W. Varner, Principal Investigator.

5. University of Utah – HRSA Maternal and Child Health; "National EMSC Data Analysis Resource Center"; $1,300,000. J. Michael Dean, Principal Investigator.

6. University of Utah – National Institutes of Health/National Institute of General and Medical Sciences; "Conus Peptides and Their Receptor Targets"; $2,092,340. Baldomero M. Olivera, Principal Investigator.

7. University of Utah – National Institutes of Health/National Cancer Institute; "Surveillance, Epidemiology and End Results (SEER) Program"; $1,1346,449. Wallace Akerley, Principal Investigator.

8. University of Utah – Centers for Disease Control; "ERC Training Grant"; $1,320,902. Kurt Timothy Hegmann, Principal Investigator.

9. Utah State University – U.S. Naval Research Laboratory; "Time Critical Sensor Image/Data Processing, Naval Research Laboratory Task Order 7"; $1,229,592. Niel Holt, Principal Investigator.

10. Utah State University – National Science Foundation; "National Center for Engineering and Technology Education"; $1,999,875. Christine Hailey, Principal Investigator; Kurt Becker, Daniel Householder, and Maurice Thomas Co-Principal Investigators.

11.   Utah State University – U.S. Department of Education; "To Operate Regional Resource Center, Region No. 5, Utah State University"; $1,300,000. John Copenhaver, Principal Investigator.

Resolutions

In the Regents' folders were copies of Resolutions of Appreciation for Senator Mike Dmitrich and Assistant Commissioner Dave Doty. **Regent Holbrook moved adoption of both resolutions. Regent Snow seconded the motion. The Resolutions of Appreciation were adopted unanimously.** Chair Pitcher presented Dr. Doty's resolution to him, along with a gift of appreciation. He noted Dave had been responsible for bringing $2.3 million into the state. He congratulated him on his new appointment and conveyed the Regents' appreciation for his work in the Commissioner's Office.

Recognition Luncheon

Senator Mike Dmitrich and his wife were invited to be the Regents' special guests for lunch. Other special guests included Senator Brent Goodfellow and Senator Margaret Dayton. Representatives Brad King and Brad Winn were also recognized.

After lunch, Chair Pitcher gave a brief background of Senator Dmitrich's life. The Senator will be retiring in December after 40 years as a state legislator. Commissioner Sederburg narrated a humorous slide show and presented a Resolution of Appreciation to Senator Dmitrich. Other speakers included Associate Commissioner Buhler, Regent Karras, Senator Dayton and Senator Goodfellow. Chair Pitcher presented Senator Dmitrich with a gift of appreciation from the Utah System of Higher Education.

Senator Dmitrich remarked that it was harder to quit than to get re-elected. He thanked the speakers for their remarks and paid special tribute to Regent Karras. He expressed his appreciation to his wife for her support. He also expressed appreciation for higher education and its contributions to the state and its residents.

Committee of the Whole

The Regents reconvened in Committee of the Whole at 1:35 p.m. Chair Pitcher recognized Price Mayor Joe Piccolo. The Mayor thanked everyone for coming to Price and said the Mayor's office was very supportive of higher education. He said he was grateful for what higher education stands for and the way it improves the quality of lives. CEU is a very vital part of the community. Mayor Piccolo expressed his appreciation for the commitment to higher education which he hoped would continue for more generations.

Proposed 2009-2010 Budget Request

Commissioner Sederburg referred to Replacement Tab V. The Governor asked each state agency to hold their budget increases to a minimum and to concentrate on mandated costs. The Presidents are increasingly concerned about retaining key faculty, so that is also a priority. Compensation continues to be the top priority for all of the institutions. Continuing operating costs was the second priority category, followed by student financial aid. The fourth priority was addressing workforce needs. Commissioner Sederburg noted

Governor Huntsman had requested our budget request earlier this year than in previous years. There are several areas where we do not know yet what our need will be. Additional budget items may be identified prior to the Legislative Session that will alter our official budget request.

Regent Morgan said the operating and capital budget categories should come to the Regents at least one month prior to any request for action. That would promote a good policy discussion. Commissioner Sederburg agreed and said he hoped the budget would be an outgrowth of ongoing discussions. He asked President Young to comment on the compensation issue.

President Young said the University of Utah and Utah State University are capable of hiring world-class professors, but keeping them remains a great challenge. Recently a survey was taken to ascertain how many faculty members had received inquiries or offers for employment at other institutions for much higher salaries. Many verified that they had received offers. In addition, when these professors leave, they take with them the research benefit and revenue they bring into the state as well as the technology that can create new companies. These are also the teachers who train scientists and engineers, and their contributions to the state are enormous. Higher education is one of the major engines of economic growth.

Regent Snow moved approval of the FY2010 budget recommendation. The motion was seconded by Vice Chair Beesley and adopted unanimously.

Institutional Capital Development Projects for 2009-2010

Commissioner Sederburg said the Q&P process had been used to prioritize capital projects for presentation to the State Building Board and the Legislature. He referred to Supplemental Tab W and the Attachment called "Q&P Made Easy." Associate Commissioner Spencer pointed out the Q&P results were presented to the Regents as an aid in their decision-making process. The Regents may change the priorities; they do not have to follow the Commissioner's recommendation. He said we try to maintain a balance between new space and maintaining or renovating older buildings. This year the institutions made more changes to their requests (which changed the Q or P points) than in recent years.

Associate Commissioner Spencer referred to the Non-State Funded Projects (Tab X), and recommended that the Regents wait to vote until they had heard all of the presentations in both categories. The non-state funded projects category is a request for O&M (operation and maintenance) funding to maintain buildings constructed with bonded or donated funds. Commissioner Sederburg said that list was important because much private money goes into the construction of higher education facilities. In recent years, two-thirds (⅔) of funding for higher education facilities has come from private funds. **Vice Chair Beesley moved approval of the requests for O&M for non-state funded projects. Regent Davis seconded the motion. The motion was adopted unanimously.**

Institutional representatives made presentations on their proposed capital projects. The proposed priority list, as determined by the Q&P, was:

1. Salt Lake Community College – Digital Art and Design
2. (tie) University of Utah – David Eccles School of Business

2. (tie) Utah State University – Business Building Addition and Remodel
4. (tie) Southern Utah University – Science Center Addition
4. (tie) Dixie State College – Centennial Commons
6. Utah Valley University – Sciences/Health Science Building Addition
7. College of Eastern Utah – Arts and Education Building
8. Weber State University – Professional Programs Classroom Building (Davis 3)

Unranked projects included the Skaggs Pharmacy Research Building at the University of Utah and Kent Concert Hall Addition/Renovation at Utah State University.

Following the presentations, **Regent Karras moved approval of the Regents' priority list, with the University of Utah School of Business facility as the #1 ranked project. The motion was seconded by Regent Motiwala. Regent Holbrook moved an amendment to the motion to show the U's project tied for #1 with the SLCC project. Regent Cespedes seconded the motion to amend. Regent Karras accepted the amendment, and the motion carried.**

Reports of Board Committees

Chair Pitcher asked each committee chair to report only on the action items.

Programs Committee – Regent Rosanita Cespedes, Acting Chair
Utah State University – Bachelor of Science Degree in Residential Landscape Design and Construction (Tab A). This program will include courses in both the Horticulture and Landscape Architecture disciplines. The balance combination will make this program unique and will distinguish it from existing degrees in Horticulture and Landscape Architecture. Students will be prepared for careers in the design, construction and maintenance of residential landscapes and small-scale gardens. It is expected to appeal to students interested in environmental issues such as water conservancy in landscape.

Utah State University – Doctorate of Philosophy in Engineering Education (Tab B). This degree is intended to refocus the department and develop a new emphasis in engineering education. The University has received a $10 million grant from the National Science Foundation to establish the National Center for Engineering and Technology Education. Graduates will be familiar with the theory and practice of engineering education, will be able to guide and perform research within a specific area of engineering education, and will have the ability to design, implement and assess high school and college-level engineering curricula.

Dixie State College – Associate of Applied Science Degree in Physical Therapy Assistant (Tab C). This program is a response to the expansion of health care needs in southern Utah. The program is designed to produce graduates who will be knowledgeable and competent rehabilitation specialists.

Chair Cespedes moved approval of the above three requests. Regent Zenger seconded the motion, which carried unanimously.

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Cespedes and second by Regent Zenger, the following items were approved on the Programs Committee's Consent Calendar:**

1. Davis Applied Technology College – Certificates of Completion in Managing Bookkeeper and in Barbering and Certificates of Proficiency in Bookkeeper, Accounts Payable Management Clerk, Accounts Receivable Management Clerk, eBusiness, Entrepreneurship, Inventory Management Clerk, Payroll Management Clerk, Project Management Technician, and Purchasing Management Clerk.

2. Bridgerland Applied Technology College – Certificates of Proficiency in Veterinarian Assistant/Pre-Technician and in Basic Esthetician and Master Esthetician.

Information Calendar, Programs Committee (Tab E). The following items were discussed in committee: (1) Utah State University – K-6 Licensure Program in the School of Teacher Education and Leadership and a name change in the Bachelor of Interior Design and Bachelor of Arts/Bachelor of Science in Interior Design, Sales and Marketing, and (2) Utah Valley University – Minor in Classical Studies.

Finance Committee – Regent Nolan Karras, Acting Chair
USHE – Long-term Enrollment Scenarios (Tab F). Chair Karras referred to the long-term (20-year) projections for enrollment at the USHE-9 institutions. He said the Commissioner's staff will prepare long-term enrollment summaries in the next three months.

First-Tier Tuition Range for 2009-2010 (Tab G). Chair Karras said first-tier tuition will be whatever is needed to fund the institutional share of compensation for faculty and staff.

Revision to Policy R558, *Surplus Property* (Tab H). Chair Karras reported §4.7 was being deleted; the institutional trustees felt they did not need to approve the disposition of surplus property.

University of Utah – Campus Master Plan (Tab I). Chair Karras pointed out the new master plan was the culmination of a five-year planning process. In addition to the agenda materials, a Website was set up to provide greater detail. Chair Karras noted the committee had heard and addressed community concerns. The University held 24 public hearings to get the neighborhood involved. University officials will work with the individuals and groups who wrote letters of concern. Regent Holbrook commended President Young and his staff for making that effort.

College of Eastern Utah – Campus Master Plan (Tab J). Chair Karras noted CEU had also gone through a planning process.

Chair Karras moved approval of the above agenda items. The motion was seconded and carried unanimously.

Consent Calendar, Finance Committee (Tab K). **On motion by Chair Karras and second by Regent Holbrook, the following items were approved on the Finance Committee's Consent Calendar:**

1. Revision to Policy 932, *Vacation Leave*
2. Utah Valley University – Sale of Property to Utah Transit Authority (UTA)

UHEAA Update (Tab L). Chair Karras said this discussion had to be postponed until the next Board meeting. He apologized to Executive Director Dave Feitz for the lack of time for his presentation.

Utah College of Applied Technology – 2009-2010 Budget Request (Tab M) and Utah Education Network – 2009-2010 Budget Request (Tab N) were discussed by the committee but were not discussed in the Committee of the Whole.

Planning Committee – Regent Meghan Holbrook, Acting Chair
Campus Retention Plan Reports – College of Eastern Utah and Snow College (Tab O). Chair Holbrook thanked institutional representatives for their presentations to the committee and apologized that there was not time for them to comment to the entire Board.

Report on Legislative Task Force on Higher Education and Applied Technology Governance (Tab P). Associate Commissioner Dave Buhler updated the committee on the committee's actions.

Update on Regents' Scholarship (Tab Q). The cover memo to Tab Q reported the disposition of the first round of scholarship awards, based on funding received. This year 103 scholarships were awarded and another 413 applications were denied. Criteria were amended to include AP courses, as requested by the Legislative Administrative Rules Committee.

Utah Scholars and College Access Challenge Grant Update (Tab R). Assistant Commissioner Doty reported on what was being done during the first year of this program. To date, $2.5 million has been received as the result of federal grants and state appropriations. Chair Holbrook thanked Dr. Doty for his efforts to raise this funding.

Report on Utah's ACT Test Results for the Class of 2008 (Tab S). Chair Holbrook said the ACT test scores should be discussed at a future meeting.

Proposed Amendments to Policy R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions* (TabT). Three minor revisions were mostly housekeeping in nature, to put current policy into policy. **Regent Zenger moved approval of the proposed revisions. Regent Morgan seconded the motion, which carried unanimously.**

Report of the Chair

Chair Pitcher referred to his written report and said he was very proud of our students. He announced that as part of CEU's 70th anniversary, President King had scheduled a dinner in Salt Lake City on September 18, at the Little America. The Utah Valley University Presidential Search Committee has met; the committee is co-chaired by Regents Marlon Snow and Jack Zenger. The University of Utah's Capital Campaign will be launched on October 25. Chair Pitcher said he and Commissioner Sederburg would meet with leadership of the State Building Board on September 23 to review priorities and the Q&P process.

Report of the Commissioner

Commissioner Sederburg thanked Chair Pitcher and Vice Chair Beesley for the amount of time they had spent in resolving higher education issues. Secretary Cottrell is drafting a meeting schedule for 2009, which she will e-mail to Regents and Presidents. The Commissioner asked that Regents and Presidents inform Joyce of conflicts with proposed meeting dates.

<u>Adjournment</u>

President King thanked the Regents for meeting on the CEU campus. He expressed his appreciation to Sherry Arellano for the countless hours she had spent preparing for this meeting. He also thanked Vice President Walthers and other members of his staff for their assistance and support in this meeting.

Regent Holbrook moved that the meeting be adjourned. The motion was seconded by Regent Karras and carried unanimously. The meeting was adjourned at 3:25 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved