

STATE BOARD OF REGENTS MEETING
SNOW COLLEGE, EPHRAIM, UTAH
NOYES BUILDING
APRIL 1, 2010

AGENDA

8:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS,
10:00 a.m. SNOW COLLEGE BOARD OF TRUSTEES, PRESIDENT WYATT,
COMMISSIONER SEDERBURG
(Heritage Room)

10:00 a.m. - COMMITTEE OF THE WHOLE
12:00 noon (Founders Hall)

1. Welcome and Overview
2. Report of the Commissioner
3. Review of 2010 Legislative General Session Tab A
4. USHE – Tuition Increases for 2010-2011 Tab B
5. USHE – Proposed Fee Increases for 2010-2011 Tab C

12:00 noon - LUNCH
1:15 p.m. (Founders Hall)

State of the College Report – President Wyatt

1:30 p.m. - MEETINGS OF BOARD COMMITTEES
3:30 p.m.

ACADEMIC, CTE, AND STUDENT SUCCESS (Programs) COMMITTEE
Regent Anthony W. Morgan, Chair
(Founders Hall)

ACTION:

1. University of Utah – Bachelor of Science Degree in Operations Management Tab D
2. University of Utah – Bachelor of Science Degree in Applied Mathematics Tab E
3. University of Utah – Ph.D. Degree in Pharmacotherapy Tab F
4. Utah State University – Master's Degree in Marriage and Family Therapy Tab G
5. Utah State University – Bachelor of Arts/Bachelor of Science Degrees in General Studies Tab H
6. Dixie State College – Bachelor of Arts/Bachelor of Science Degrees in Theatre Tab I
7. Dixie State College – Bachelor of Science Degree in Clinical Laboratory Science Tab J
8. Salt Lake Community College – Associate of Applied Science Degree in Network Systems Tab K
9. Revised Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* Tab L

CONSENT:

10. Consent Calendar, Programs Committee Tab M

- A. University of Utah – Program Discontinuation: The Department of Teaching and Learning In the College of Education and Restructure: Undergraduate Elementary Education to a cross-departmental program in the College of Education
- B. Utah State University – Three-year Follow-up Report: Ph.D. in Theory and Practice of Professional Communication
- C. Southern Utah University – Reinstatement: Bachelor of Science in Art and Name Change: Department of Arts Degree in Studio Art to Bachelor of Arts Degree in Art
- D. Utah Valley University
 - i. Discontinued Programs:
 - a. Diploma in Air Conditioning and Refrigeration Technology
 - b. Bachelor of Arts in Early Childhood Education in Department of Elementary Education
 - c. Associate of Applied Science Degree in Finance and Banking in Department of Finance and Economics
 - d. Associate of Science Degree in Finance and Banking in Department of Finance And Economics
 - ii. Three-Year Follow-up Reports:
 - a. Bachelor of Arts/Bachelor of Science Degrees in Communication
 - b. Bachelor of Science Degree in Forensic Science
 - c. Bachelor of Science Degree in Information Systems
 - d. Bachelor of Science Degree in Music Education
 - e. Bachelor of Science/Bachelor of Arts Degrees in Music
 - f. Bachelor of Science Degree in Political Science
 - g. Bachelor of Arts/Bachelor of Science Degrees in Theatre Arts
 - h. Bachelor of Science in Theatre Education

INFORMATION:

- 11. Information Calendar, Programs Committee Tab N
 - A. Weber State University – Name Change: Associate of Applied Science Degree in Emergency Care and Rescue to Associate of Applied Science Degree in Paramedic Studies
 - B. Southern Utah University
 - i. Minor in Anthropology
 - ii. Name Change: Department of Foreign Languages and Humanities to Department of Foreign Languages and Philosophy
 - iii. Certificate in Leadership
 - iv. Certificate in International Relations
 - C. Dixie State College of Utah – Emphasis: Bachelor of Science in the Integrated Studies With Emphasis in Criminal Justice
 - D. Utah Valley University
 - i. Minor in Forensic Science in the College of Technology and Computer, Department Of Criminal Justice
 - ii. Stand-alone Minor: Outdoor Recreation in the Department of Physical Education and Recreation
 - iii. Name Changes:
 - a. The School of Community Education to the Division of Community and Continuing Education
 - b. Pre-Major in General Academics to Pre-Major in University Studies
 - c. Associate of Applied Science Degree in Physical Plant Management to

Associate of Applied Science Degree in Facilities Management

- iv. Emphases:
 - a. Bachelor of Science Degree in Integrated Studies with Emphasis in Peace and Justice Studies
 - b. Bachelor of Science Degree in Math with Emphasis in Pure Mathematics
 - c. Bachelor of Science Degree in Math with Emphasis in Actuarial Science
- E. Salt Lake Community College – Consolidation of Computer Science Department and Computer Information Systems Department into Division of Computer Systems, Marketing, and Paralegal Studies

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE

Regent Nolan E. Karras, Chair

(Heritage Room) _____

ACTION:

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|-----|---|-------|
| 1. | Snow College – Campus Master Plan | Tab O |
| 2. | University of Utah – Refinancing of ACFS Bonds Series 1998A, 1999A and 2001 | Tab P |
| 3. | University of Utah – Revenue Bonds to Refinance Existing Debt on the Ambassador Building and the Orthopaedic Center | Tab Q |
| 4. | Utah State University – Agricultural Research Station (ARS) Lease | Tab R |
| 5. | USHE – Proposed Revision to Policy R710, <i>Capital Facilities</i> | Tab S |
| 6. | Southern Utah University - Proposed Sale of Property | Tab T |
| 7. | UHEAA – Approving Resolution for Student Loan Revenue Bonds Series 2010A | Tab U |
| 8. | UHEAA – Approving Resolution for Straight-A Commercial Paper Funding Conduit | Tab V |
| 9. | UHEAA – Proposed Selection of UHEAA Financial Underwriter | Tab W |
| 10. | UESP – Line of Credit | Tab X |

INFORMATION:

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| 11. | USHE – UPAC Efficiencies | Tab Y |
| 12. | USHE – Capital Facilities and Capital Improvement Legislative Update | Tab Z |
| 13. | USHE – Money Management Report | Tab AA |
| 14. | USHE – Spring Enrollment Report | Tab BB |
| 15. | Salt Lake Community College – Summary of Series 1998 and 2001 Auxiliary System and Student Fee Refunding Bonds | Tab CC |

COMMUNITY/GOVERNMENT RELATIONS AND PLANNING COMMITTEE

Regent John H. Zenger, Chair
(Academy Room)

ACTION:

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| 1. | Policy Amendments Related to the Resource and Review Teams | Tab DD |
| | A. Revised Policy R208, <i>Resource and Review Teams</i> | |
| | B. Revised Policy R209, <i>Evaluation of Presidents</i> | |
| 2. | Policy Amendments related to the New Century and Regents' Scholarships | |
| | A. Revised Policy R604, <i>New Century Scholarship</i> | Tab EE |
| | B. Revised Policy R609, <i>Regents' Scholarship</i> | Tab FF |
| 3. | New Century and Regents' Scholarship 2010-2011 Awards | Tab GG |

INFORMATION:

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|----|--------------------------|--------|
| 4. | Spring Enrollment Report | Tab BB |
|----|--------------------------|--------|

DISCUSSION:

- | | | |
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| 5. | Roles and Authority Quality Improvement Task Force Report (Draft) | Tab HH |
| 6. | Higher Education Plan for Utah (Draft) | Tab II |

3:30 p.m. -

BREAK

3:45 p.m.

3:45 p.m. -

COMMITTEE OF THE WHOLE AND
 REGULAR BUSINESS MEETING OF THE BOARD
 (Founders Hall)

4:15 p.m.

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| 1. | General Consent Calendar | Tab JJ |
| 2. | Proposed Campus Assessment for 2010-2011 | Tab KK |
| 3. | Reports of the Board Committees | |
| | Programs Committee (Tabs D - M) | |
| | Finance Committee (Tabs N - DD) | |
| | Planning Committee (Tabs EE - II) | |
| 4. | Report of the Chair | |

4:15 p.m. -

EXECUTIVE SESSION MEETING OF THE BOARD
 (Lorenzo and Erastus Snow Conference Room, if needed)

5:00 p.m.

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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.

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Review of the 2010 Legislative General Session

The 2010 General Session of the Utah State Legislature concluded on March 11, 2010. The overarching issue facing Utah's public colleges and universities was the level of state taxpayer support, and the consequences that would result for institutions and the students and communities they serve if additional deep cuts were implemented. There were also several key pieces of legislation considered, including a bill to follow the State Board of Regents' recommendation to merge the College of Eastern Utah with Utah State University.

Weekly throughout the session, Associate Commissioner David Buhler provided a report of the issues and events important to the Utah System of Higher Education. Associate Commissioner Buhler's final report of the session is attached. Also attached is a summary of the budgetary actions taken by the Legislature affecting Higher Education, prepared by Associate Commissioner Greg Stauffer and Assistant Commissioner Paul Morris.

At the April 1 Board of Regents meeting, Commissioner Sederburg will provide a presentation to the Board recapping the 2010 Legislative Session from the perspective of the Utah System of Higher Education.

Recommendation

This is an information item only. No formal action required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB  
Attachments

***USHE Final Report on the  
2010 Legislative General Session***  
**Prepared by David Buhler**  
**Associate Commissioner for Public Affairs**  
March 24, 2010

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**2010-11 Budget.** The state's continued budget shortfall and the impact that it had on higher education funding was the overarching issue facing Utah's public colleges and universities throughout the legislative session. Higher Education's legislative priorities and message were articulated in the Board's policy statement, *A Critical Tipping-Point for Utah Higher Education* adopted at a special meeting of the Board of Regents on November 13, 2009. In this statement the Regents, with concurrence from the Commissioner and all USHE Presidents, pointed the significant damage that would result if the full 17 percent cut enacted in 2009 were to go into effect on July 1, 2010 as scheduled. This statement was followed a month later by Governor Gary Herbert's budget recommendation, which proposed holding higher education funding for 2011 at the net 2010 appropriation level while imposing a one-time cut of just less than 3 percent for the current year.

A month before the session began, the Legislature's Executive Appropriations Committee set budget targets that would have resulted in \$93 million less money for higher education than Governor Gary Herbert's budget recommendation—a cut of 22% from 2008 funding. In his first legislative session as the state's chief executive, Governor Herbert played a pivotal role as he worked with determination in advocating for his budget. Throughout the session he consistently pushed to keep funding for education—both K-12 and higher education—at the current level. Ultimately, over \$33 million in on-going funding was restored to higher education base budgets, resulting in a total cut of 12.3% from 2008 taxpayer funding.

As part of the \$33 million in restored on-going funding, the Legislature appropriated nearly \$3 million for facility operations and maintenance (O&M), and \$500,000 in new on-going funding for the Regents' Scholarship. Additional one-time funds were also provided, including \$3.9 million for the New Century Scholarship, \$1 million to the Utah Education Network as a match for federal grants, and \$500,000 in one-time funds to assist with the USU-CEU transition. Not surprisingly in a year of continued economic difficulty, employee compensation increases including for health and retirement costs were not funded, nor was money appropriated for enrollment growth, need-based financial aid, the Higher Education Technology Initiative or Library Consortium. Detailed information on appropriations and capital facilities, prepared by Associate Commissioner Greg Stauffer and his staff, is attached to this report.

**Capital Facilities.** State policymakers recognized the need for higher education facilities and, by delaying transportation projects, the Legislature provided \$109 million to fund the Regents' top three capital facility projects as follows:

| <b>SBR Priority</b> | <b>Institution/Project</b>        | <b>Amount Funded</b> |
|---------------------|-----------------------------------|----------------------|
| <b>#1</b>           | DSC-Centennial Commons Building   | \$35 million         |
| <b>#2</b>           | UVU-Science/Health Building       | \$45 million         |
| <b>#3</b>           | SLCC-Instructional/Admin. Complex | \$29 million         |

This compares with \$64 million for USHE buildings in 2009. Utah State University also received approval to go forward and build their new Agricultural Research building that had been authorized last year, removing a restriction that they wait for the full federal funding for a portion of the project. Funding was also shifted from cash to bonds for two USTAR buildings approved last year (at Utah and Utah State). Eight non-state funded projects at three institutions (University of Utah, Weber State University and Southern Utah University) worth \$212 million were approved, along with planning for one other. The Legislature also approved \$50.7 million for Capital Improvements, compared to \$55.6 million last year, much of which will go for infrastructure on higher education campuses.

Key legislators have encouraged the Regents to refine their capital facilities prioritization process (the “Q and P”) to make sure that it provides them with an objective assessment of building needs on higher education campuses. A new space study of higher education capital facilities is needed (though not funded) as part of that effort. There was also considerable discussion in the Capital Facilities Appropriations Subcommittee about state funding of operations and maintenance at higher education facilities, and in particular, for facilities built with non-state funds.

**Legislation.** The Commissioner’s staff and legislative liaisons of the USHE institutions tracked, monitored, and where appropriate, spoke out on numerous bills considered by the 2010 Legislature. The three top legislative priorities approved by the Board of Regents in January—USU-CEU merger, amendments to increase sustainability of the New Century Scholarship, and technical amendments to UESP statute--were each approved, often with unanimous votes. Unfortunately, one bill opposed by the Regents was also approved; all others opposed by USHE were defeated. Here is a summary of the key legislation tracked during the session.

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

- **HB 5 (S1), Revenue Bond and Capital Facilities Authorizations,\*** sponsored by Rep. Stephen Clark, authorizes the State Board of Regents to issue revenue bonds for the University of Utah, Weber State University, and Southern Utah University totaling \$212 million for specified projects to be funded by non-state funds. Passed the House 70-0, and the Senate 23-0.
- **HB 114 (S1), Disclosure of Donations,** sponsored by Rep. Carl Wimmer, requires higher education institutions to annually disclose to the Board of Regents donations or gifts of \$50,000 or more from foreign persons. The original bill would have required institutions to report all foreign gifts of any amount if it was directed to a specific purpose or program, to verify citizenship of donors and ownership of domestic corporations. These provisions were removed in the substitute bill. Passed the House 56-13 and the Senate 22-6.
- **HB 215, PEHP Amendments,\*** sponsored by Rep. Kevin Garn, was originally intended to broaden the eligibility for higher education institutions to participate in the state risk pool for PEHP health insurance and thus allow Weber State University to do so. As amended by the Senate, higher education institutions with 1,000 or more enrollees may be required to have a separate risk pool based 100% on their experience. Passed the House 72-0 and the Senate 24-0.

- **HB 370 (S1), Capital Project Amendments,\*** sponsored by Rep. Stephen Clark, was developed in collaboration with higher education and the Division of Facilities Construction Management. It makes some changes regarding the dollar amount of projects that may be handled directly by institutions through a memorandum of understanding with DFCM rather than their direct management. Passed the House 71-0 and the Senate 21-0.
- **HB 425 (S1), Budgetary Procedures—Fee Amendments,** sponsored by Rep. Ron Bigelow, as originally written required legislative approval of virtually all fees charged by higher education institutions now approved by the Board of Regents or Boards of Trustees. Rep. Bigelow amended the bill in committee (by adopting a substitute) which removed the section relating to higher education. Passed the House 72-0 and the Senate 28-0.
- **H.C.R. 18, Workforce Needs Concurrent Resolution,\*** sponsored by Rep. Brad Dee, expresses the Legislature’s and Governor’s desire that the State Board of Regents study and review workforce needs of Weber and Davis Counties including consideration of a proposed Electronics Engineering degree at Weber State University, in collaboration with the Aerospace Cluster Acceleration Project. The Board is to report its findings to the Legislature and Governor no later than October 31, 2010. This resolution was crafted in collaboration with Rep. Dee to replace HB 460, which he had introduced, to require Regent approval of WSU’s Electronics Engineering degree proposal. Passed the House 69-0, and the Senate 25-0; Governor concurred on March 22.
- **SB 43 (S3), Post-Retirement Employment Amendments,** sponsored by Sen. Dan Liljenquist, is part of a package of bills to make some dramatic changes to the State Retirement System, mostly effecting future retirees. While the goals are sustainability, the impacts may be far-reaching. Approximately one-third of higher education employees participate in this system. SB 43 amends provisions related to a retiree who returns to work for a participating employer. Passed the Senate 20-8 and the House 55-20.
- **SB52 (S2), State Board of Regents Amendments,\*\*** sponsored by Sen. Dennis Stowell, requires a modification in the composition of the Board of Regents to provide greater rural representation by having at least two Regents from counties that are not Metropolitan Statistical Areas as defined by the federal government. As amended in the House, another provision was added, limiting the total number of Regents in Salt Lake County to no more than six. On the next to last day of the session, Rep. Kevin Garn substituted the bill to add the provisions of HB 460 (see above) requiring the Board of Regents to approve an Electronics Engineering degree at Weber State University. The substitute bill passed the House 44-28, with the Senate concurring 25-1. The Governor has until March 31 to act on the legislation.
- **SB 55, Authorization of Charter Schools by Higher Education Institutions,** sponsored by Sen. Stuart Adams, allows college and university boards of trustees and campuses of the Utah College of Applied Technology, at their option, to authorize public charter schools. Final approval of charter schools remains with the State Board of Education. Passed the Senate 28-1 and the House 43-27.
- **SB 63 (S3), New Public Employees’ Tier II Contributory Retirement Act,** sponsored by Senator Dan Liljenquist, creates a new “Tier II” state retirement system for new employees who are hired on or after July 1, 2011. Approximately one-third of higher education employees participate in the Utah Retirement System and new employees will be affected. Passed the Senate 19-9, and the House 46-26.



- **SB 69 (S1), College of Eastern Utah Affiliation with USU,\*** sponsored by Sen. David Hinkins, implements the recommendations of the Board of Regents to establish the College of Eastern Utah as a Comprehensive Regional College of Utah State University effective July 1, 2010. This legislation will not only preserve, but expand, higher education opportunities throughout eastern Utah. Passed the Senate 25-0 and the House 64-1.
- **SB 89 (S1), Legal Notice Amendments,** sponsored by Sen. Steve Urquhart, requires the higher education institutions' advertising of proposed tuition increases to be included on the Utah Public Notice Website ten days prior to the "truth in tuition" hearing in addition to in the student newspaper. Passed the Senate 23-0 and the House 72-1.
- **SB 95 (S1), UESP Amendments,\*** sponsored by Sen. Wayne Niederhauser, was initiated by UESP and makes technical and housekeeping amendments to their statutes. Passed the Senate 22-0 and the House 69-0.
- **SB 132, Higher Education Scholarship Amendments,\*** sponsored by Senator John Valentine, tightens eligibility for the New Century Scholarship program and makes technical changes to it and to the Regents' Scholarship. The major change is that for the high school graduating class of 2011 to be eligible for the New Century Scholarship, students will have to complete their Associate's Degree by the date of their high school graduation and must have a high school grade point average of at least 3.5. Passed the Senate 27-0 and the House 69-0.
- **SB 171, Higher Education Retirement Amendments,** sponsored by Sen. Dan Liljenquist, allows a brief window for certain current higher education employees to transfer to the Utah Retirement System. Passed the Senate 28-0 and the House 71-0.
- **SB 280, 2010 General Obligation Bond Authorization,\*** sponsored by Sen. Lyle Hillyard, removes prerequisites for issuing previously approved bonds for construction of the Utah State University Agricultural Science Classroom Building, authorizes bonds for construction of previously approved USTAR buildings at the University of Utah and Utah State University, and makes technical changes. Passed the Senate 28-0 and the House 71-0.
- **SB 282, Capital Facilities Appropriations,\*** sponsored by Sen. Curt Bramble, appropriates \$45 million for the Utah Valley University Science Building, \$35 million for the Dixie State College Centennial Commons, \$29 million for the Salt Lake Community College Administrative/Classroom Complex, and \$4 million to the National Guard for Armory repairs. Passed the Senate 27-0, and the House 62-5.

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

- **HB 134, Education Donation Tax Credit,** sponsored by Rep. Evan Vickers, would have created a non-refundable tax credit for donations to public K-12 and higher education institutions. Bill was abandoned early in the session without any action taken.
- **HB 194, Grants for Math Teacher Training,** sponsored by Rep. Brad Last, would have provided the State Office of Education \$250,000 to use for grants to provide math teaching training to individuals who are not currently teachers but who have already earned a Bachelor's degree. No action taken on the bill.
- **HB 410, Hazing Polices for Higher Education,** sponsored by Rep. Carol Moss. Bill was introduced by short-title only without text. The bill was not considered.

- **HB 428\*\*, Nonresident Tuition Amendments**, sponsored by Rep. Richard Greenwood, is similar to bills introduced in previous years to repeal the law that allows Utah high school graduates who cannot prove legal immigration status to be eligible for resident tuition. The Legislative Fiscal Analyst estimated that the bill would cost higher education institutions \$1.5 million in lost tuition paid by these students. No action was taken on the bill.
- **HB 460, Board of Regents Amendments,\*\*** sponsored by Rep. Brad Dee, would require the Board to approve an Electronics Engineering degree at Weber State University. In negotiations with the sponsor he agreed to replace this bill with a concurrent resolution, HCR 18, however, on the next to last day of the session this bill was amended into SB 52 and passed both houses.
- **HJR 24, Resolution on Equal Treatment by Government**, sponsored by Rep. Curtis Oda, would have amended the state constitution, as advocated by national activist Ward Connerly who has advanced similar measures in other states to prevent certain types of Affirmative Action. The bill got off to a fast start with committee approval the day after its introduction, but then stalled on the floor of the House until it was returned to the Rules Committee. Reportedly, Speaker Clark determined to hold the bill unless there was the necessary two-thirds vote necessary to pass it.
- **SB 35, Capital Facilities Bonds Amendments,\*** by Sen. Wayne Niederhauser, to allow the USU Agriculture Science Classroom Building to move forward as separate buildings—one funded by the federal government and the other by the state. This language was incorporated into SB 280, which passed.

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\*USHE had taken an official position in support; \*\*USHE had taken an official position in opposition.

**Lessons Learned.** A year ago as the 2009 legislative session finished, it was clear that the 2010 would be equally if not more challenging. Between March 2009 and January 2010 partnerships were forged and strengthened with the Friends of Utah Higher Education, Salt Lake Chamber of Commerce, and the United Way, to involve additional business and community leaders in explaining the importance of higher education. Direct involvement by the Commissioner and his office, and by Presidents and their legislative liaisons with state legislators throughout the interim and leading up to the session was also crucial. Regents were involved in participating in breakfast and lunch meetings with legislators held around the state in the weeks prior to the session.

Perhaps the most critical effort of all was the special board meeting held by the Regents on November 13, where a clear policy statement was adopted articulating the harm that would be done to higher education if additional cuts were made. Media coverage of this event helped to frame the issues for the release of the Governor's budget and the beginning of the session. The Utah System of Higher Education united behind a common theme of preventing further cuts by replacing as much as possible of the one-time back-fill dollars of 2009. Ultimately, with the leadership of Governor Herbert and support of legislative leaders, this was successful.

## 2010-11 Appropriations Detail (including 2009-10 Supplementals)

March, 2010

### Utah System of Higher Education Total

|                                                                                                                                         | USHE and UEN/MEC TOTAL | USHE TOTAL    | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | USU/College of Eastern Utah | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs | UEN & Med. Ed. Council |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|-----------------------------|------------------------|-----------------------------|------------------------|------------------------|
| <b>2009-10 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)</b> |                        |               |                    |                       |                        |                          |              |                     |                             |                        |                             |                        |                        |
| Total Expenditures                                                                                                                      | 1,158,752,153          | 1,125,709,953 | 393,272,900        | 226,327,800           | 111,203,953            | 53,314,100               | 26,232,200   | 32,077,500          | 19,993,700                  | 127,013,200            | 107,770,300                 | 28,504,300             | 33,042,200             |
| Tax Fund Expenditures                                                                                                                   | 647,684,700            | 628,097,000   | 218,451,900        | 134,722,200           | 59,927,900             | 28,468,300               | 18,628,300   | 19,788,600          | 15,300,200                  | 46,408,400             | 60,200,100                  | 26,201,100             | 19,587,700             |
| General Fund                                                                                                                            | 418,638,400            | 417,750,300   | 193,423,300        | 104,045,800           | 58,935,700             | 5,178,000                | 4,614,800    | 2,376,800           | 3,887,100                   | 14,457,400             | 15,535,100                  | 15,296,300             | 888,100                |
| Education Fund                                                                                                                          | 215,265,300            | 210,346,700   | 25,028,600         | 30,676,400            | 992,200                | 23,290,300               | 14,013,500   | 17,411,800          | 11,413,100                  | 31,951,000             | 44,665,000                  | 10,904,800             | 4,918,600              |
| Uniform School Fund                                                                                                                     | 13,781,000             | 0             | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                           | 0                      | 0                           | 0                      | 13,781,000             |
| Dedicated Credits                                                                                                                       | 418,528,153            | 407,603,653   | 143,607,800        | 71,350,500            | 45,321,953             | 22,020,000               | 5,734,900    | 10,323,800          | 3,175,100                   | 64,583,600             | 41,485,900                  | 100                    | 10,924,500             |
| Mineral Lease                                                                                                                           | 1,745,800              | 1,745,800     | 0                  | 1,745,800             | 0                      | 0                        | 0            | 0                   | 0                           | 0                      | 0                           | 0                      | 0                      |
| Federal Funds                                                                                                                           | 79,057,200             | 77,607,200    | 21,786,300         | 17,279,900            | 5,954,100              | 2,825,800                | 1,869,000    | 1,965,100           | 1,518,400                   | 16,021,200             | 6,084,300                   | 2,303,100              | 1,450,000              |
| Cigarette Tax                                                                                                                           | 4,284,500              | 4,284,500     | 4,284,500          | 0                     | 0                      | 0                        | 0            | 0                   | 0                           | 0                      | 0                           | 0                      | 0                      |
| Tobacco Settlement                                                                                                                      | 4,000,000              | 4,000,000     | 4,000,000          | 0                     | 0                      | 0                        | 0            | 0                   | 0                           | 0                      | 0                           | 0                      | 0                      |
| Trust Funds/Other                                                                                                                       | 3,451,800              | 2,371,800     | 1,142,400          | 1,229,400             | 0                      | 0                        | 0            | 0                   | 0                           | 0                      | 0                           | 0                      | 1,080,000              |
| FTE Funded Targets                                                                                                                      | 94,909                 | 94,909        | 22,810             | 16,852                | 12,275                 | 5,450                    | 2,722        | 4,021               | 2,034                       | 14,396                 | 14,349                      | 0                      | 0                      |

### 2009-10 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

|                       |              |              |             |             |             |           |           |           |           |             |             |           |             |
|-----------------------|--------------|--------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-------------|-------------|-----------|-------------|
| Total Expenditures    | 15,118,047   | 16,390,047   | 10,551,500  | 1,727,600   | 823,847     | 540,600   | 368,600   | 254,200   | (150,000) | 1,397,400   | (298,200)   | 1,174,500 | (1,272,000) |
| Tax Fund Expenditures | 0            | 0            | (245,200)   | (145,700)   | (67,800)    | (30,900)  | (15,000)  | (18,600)  | (12,700)  | (73,400)    | (65,300)    | 674,600   | 0           |
| Adjustments           |              |              |             |             |             |           |           |           |           |             |             |           |             |
| Tuition Adjustment    | 33,391,147   | 34,663,147   | 17,621,400  | 5,928,100   | 2,777,147   | 1,431,000 | 800,000   | 789,700   | 216,700   | 3,514,400   | 1,584,800   | (100)     | (1,272,000) |
| SB 3                  | (18,773,100) | (18,773,100) | (7,069,900) | (4,200,500) | (1,953,300) | (890,400) | (431,400) | (535,500) | (366,700) | (2,117,000) | (1,883,000) | 674,600   | 0           |
| Governor's Order      | 500,000      | 500,000      | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0           | 500,000   | 0           |
| Financing             |              |              |             |             |             |           |           |           |           |             |             |           |             |
| General Fund          | (800,000)    | (800,000)    | (245,200)   | (145,700)   | (67,800)    | (30,900)  | (15,000)  | (18,600)  | (12,700)  | (73,400)    | (65,300)    | (125,400) | 0           |
| Education Fund        | 800,000      | 800,000      | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0           | 800,000   | 0           |
| Dedicated Credits     | 32,808,247   | 34,663,147   | 17,621,400  | 5,928,100   | 2,777,147   | 1,431,000 | 800,000   | 789,700   | 216,700   | 3,514,400   | 1,584,800   | (100)     | (1,854,900) |
| Federal Funds         | (17,223,200) | (18,273,100) | (6,824,700) | (4,054,800) | (1,885,500) | (859,500) | (416,400) | (516,900) | (354,000) | (2,043,600) | (1,817,700) | 500,000   | 1,049,900   |
| Trust Funds/Other     | (467,000)    | 0            | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0           | 0         | (467,000)   |

### 2009-10 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

|                                      |               |               |             |             |             |            |            |            |            |             |             |            |            |
|--------------------------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures                   | 1,173,870,200 | 1,142,100,000 | 403,824,400 | 228,055,400 | 112,027,800 | 53,854,700 | 26,600,800 | 32,331,700 | 19,843,700 | 128,410,600 | 107,472,100 | 29,678,800 | 31,770,200 |
| Tax Fund Expenditures                | 647,684,700   | 628,097,000   | 218,206,700 | 134,576,500 | 59,860,100  | 28,437,400 | 18,613,300 | 19,770,000 | 15,287,500 | 46,335,000  | 60,134,800  | 26,875,700 | 19,587,700 |
| General Fund                         | 417,838,400   | 416,950,300   | 193,178,100 | 103,900,100 | 58,867,900  | 5,147,100  | 4,599,800  | 2,358,200  | 3,874,400  | 14,384,000  | 15,469,800  | 15,170,900 | 888,100    |
| Education Fund                       | 216,065,300   | 211,146,700   | 25,028,600  | 30,676,400  | 992,200     | 23,290,300 | 14,013,500 | 17,411,800 | 11,413,100 | 31,951,000  | 44,665,000  | 11,704,800 | 4,918,600  |
| Uniform School Fund                  | 13,781,000    | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 13,781,000 |
| Dedicated Credits                    | 451,336,400   | 442,266,800   | 161,229,200 | 77,278,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 9,069,600  |
| Mineral Lease                        | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds                        | 61,834,000    | 59,334,100    | 14,961,600  | 13,225,100  | 4,068,600   | 1,966,300  | 1,452,600  | 1,448,200  | 1,164,400  | 13,977,600  | 4,266,600   | 2,803,100  | 2,499,900  |
| Cigarette Tax                        | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement                   | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other                    | 2,984,800     | 2,371,800     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 613,000    |
| Tax Funds % Change from Ongoing Base | 0.0%          | 0.0%          | -0.1%       | -0.1%       | -0.1%       | -0.1%      | -0.1%      | -0.1%      | -0.1%      | -0.1%       | -0.1%       | 2.9%       | 0.0%       |

### Back out 2009-10 One-time Appropriations from Base

|                     |              |              |           |             |              |             |             |             |             |             |             |             |             |
|---------------------|--------------|--------------|-----------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Expenditures  | 10,820,000   | 12,842,700   | 3,275,200 | 608,000     | 281,700      | 427,200     | 417,900     | 98,700      | 323,600     | 10,650,500  | 543,400     | (3,783,500) | (2,022,700) |
| General Fund        | (64,084,600) | (63,997,000) | 2,150,200 | (2,392,000) | (45,672,400) | (2,398,600) | (1,752,600) | (1,866,400) | (1,524,100) | (2,970,700) | (5,540,900) | (2,029,500) | (87,600)    |
| Education Fund      | 76,182,900   | 76,510,400   | 1,125,000 | 3,000,000   | 45,954,100   | 2,825,800   | 2,170,500   | 1,965,100   | 1,518,400   | 13,621,200  | 6,084,300   | (1,754,000) | (327,500)   |
| Uniform School Fund | (1,183,100)  | 0            | 0         | 0           | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           | (1,183,100) |
| Dedicated Credits   | (424,500)    | 0            | 0         | 0           | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           | (424,500)   |
| Trust Funds/Other   | 329,300      | 329,300      | 0         | 0           | 0            | 0           | 0           | 0           | 329,300     | 0           | 0           | 0           | 0           |

**2010-11 Beginning Base Budget (2009-10 Appropriated less 2009-10 One-time)**

|                       |               |               |             |             |             |            |            |            |            |             |             |            |            |
|-----------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures    | 1,129,561,500 | 1,099,814,000 | 392,138,000 | 219,340,600 | 108,240,900 | 52,315,600 | 25,566,100 | 30,982,200 | 19,002,900 | 125,083,500 | 103,748,900 | 23,395,300 | 29,747,500 |
| Tax Fund Expenditures | 658,599,900   | 640,610,400   | 221,481,900 | 135,184,500 | 60,141,800  | 28,864,600 | 19,031,200 | 19,868,700 | 15,281,800 | 56,985,500  | 60,678,200  | 23,092,200 | 17,989,500 |
| General Fund          | 353,753,800   | 352,953,300   | 195,328,300 | 101,508,100 | 13,195,500  | 2,748,500  | 2,847,200  | 491,800    | 2,350,300  | 11,413,300  | 9,928,900   | 13,141,400 | 800,500    |
| Education Fund        | 292,248,200   | 287,657,100   | 26,153,600  | 33,676,400  | 46,946,300  | 26,116,100 | 16,184,000 | 19,376,900 | 12,931,500 | 45,572,200  | 50,749,300  | 9,950,800  | 4,591,100  |
| Uniform School Fund   | 12,597,900    | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 12,597,900 |
| Dedicated Credits     | 450,911,900   | 442,266,800   | 161,229,200 | 77,278,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 8,645,100  |
| Mineral Lease         | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds         | 6,705,300     | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 303,100    | 2,499,900  |
| Cigarette Tax         | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement    | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other     | 3,314,100     | 2,701,100     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 329,300    | 0           | 0           | 0          | 613,000    |

**2010-11 Ongoing Base Corrections, Transfers, and Adjustments**

|                       |              |              |             |             |             |           |           |           |           |             |             |           |           |
|-----------------------|--------------|--------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-------------|-------------|-----------|-----------|
| Total Expenditures    | (13,171,900) | (12,812,100) | (4,429,500) | (2,703,700) | (1,202,900) | (577,300) | (380,600) | (397,400) | (305,600) | (1,139,800) | (1,213,600) | (461,700) | (359,800) |
| Tax Fund Expenditures | (13,171,900) | (12,812,100) | (4,429,500) | (2,703,700) | (1,202,900) | (577,300) | (380,600) | (397,400) | (305,600) | (1,139,800) | (1,213,600) | (461,700) | (359,800) |
| Adjustments           | (13,171,900) | (12,812,100) | (4,429,500) | (2,703,700) | (1,202,900) | (577,300) | (380,600) | (397,400) | (305,600) | (1,139,800) | (1,213,600) | (461,700) | (359,800) |
| Senate Bill 1         | (13,171,900) | (12,812,100) | (4,429,500) | (2,703,700) | (1,202,900) | (577,300) | (380,600) | (397,400) | (305,600) | (1,139,800) | (1,213,600) | (461,700) | (359,800) |
| Financing             |              |              |             |             |             |           |           |           |           |             |             |           |           |
| General Fund          | (7,074,900)  | (7,058,900)  | (3,906,500) | (2,030,200) | (263,900)   | (55,000)  | (56,900)  | (9,800)   | (47,000)  | (228,300)   | (198,600)   | (262,700) | (16,000)  |
| Education Fund        | (5,845,000)  | (5,753,200)  | (523,000)   | (673,500)   | (939,000)   | (522,300) | (323,700) | (387,600) | (258,600) | (911,500)   | (1,015,000) | (199,000) | (91,800)  |
| Uniform School Fund   | (252,000)    | 0            | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0           | 0         | (252,000) |

**2010-11 Adjusted Beginning Base Budget**

|                       |               |               |             |             |             |            |            |            |            |             |             |            |            |
|-----------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures    | 1,116,389,600 | 1,087,001,900 | 387,708,500 | 216,636,900 | 107,038,000 | 51,738,300 | 25,185,500 | 30,584,800 | 18,697,300 | 123,943,700 | 102,535,300 | 22,933,600 | 29,387,700 |
| Tax Fund Expenditures | 645,428,000   | 627,798,300   | 217,052,400 | 132,480,800 | 58,938,900  | 28,287,300 | 18,650,600 | 19,471,300 | 14,976,200 | 55,845,700  | 59,464,600  | 22,630,500 | 17,629,700 |
| General Fund          | 346,678,900   | 345,894,400   | 191,421,800 | 99,477,900  | 12,931,600  | 2,693,500  | 2,790,300  | 482,000    | 2,303,300  | 11,185,000  | 9,730,300   | 12,878,700 | 784,500    |
| Education Fund        | 286,403,200   | 281,903,900   | 25,630,600  | 33,002,900  | 46,007,300  | 25,593,800 | 15,860,300 | 18,989,300 | 12,672,900 | 44,660,700  | 49,734,300  | 9,751,800  | 4,499,300  |
| Uniform School Fund   | 12,345,900    | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 12,345,900 |
| Dedicated Credits     | 450,911,900   | 442,266,800   | 161,229,200 | 77,278,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 8,645,100  |
| Mineral Lease         | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds         | 6,705,300     | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 303,100    | 2,499,900  |
| Cigarette Tax         | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement    | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other     | 3,314,100     | 2,701,100     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 329,300    | 0           | 0           | 0          | 613,000    |

**2010-11 Ongoing Increases**

|                                            |            |            |            |            |           |           |           |           |          |           |           |           |         |
|--------------------------------------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|---------|
| Compensation                               | 91,700     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 91,700  |
| Tax Fund Expenditures                      | 91,700     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 91,700  |
| Salary                                     | (3,000)    | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | (3,000) |
| Financing                                  |            |            |            |            |           |           |           |           |          |           |           |           |         |
| General Fund                               | (3,000)    | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | (3,000) |
| Health                                     | 56,200     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 56,200  |
| Financing                                  |            |            |            |            |           |           |           |           |          |           |           |           |         |
| General Fund                               | 4,700      | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 4,700   |
| Uniform School Fund                        | 51,500     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 51,500  |
| State Retirement                           | 38,500     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 38,500  |
| Financing                                  |            |            |            |            |           |           |           |           |          |           |           |           |         |
| General Fund                               | 8,200      | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 8,200   |
| Uniform School Fund                        | 30,300     | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 30,300  |
| Facilities Support                         |            |            |            |            |           |           |           |           |          |           |           |           |         |
| Tax Fund Expenditures                      | 2,849,300  | 2,850,100  | 20,100     | 389,400    | 25,800    | 6,400     | 11,500    | 715,500   | (42,400) | 1,258,900 | 458,900   | 6,000     | (800)   |
| Operations and Maintenance                 | 2,898,000  | 2,898,000  | 0          | 493,000    | 0         | 0         | 0         | 712,000   | 0        | 1,244,000 | 449,000   | 0         | 0       |
| ISF Rates: Risk                            | (48,700)   | (47,900)   | 20,100     | (103,600)  | 25,800    | 6,400     | 11,500    | 3,500     | (42,400) | 14,900    | 9,900     | 6,000     | (800)   |
| Financing                                  |            |            |            |            |           |           |           |           |          |           |           |           |         |
| General Fund                               | 2,849,300  | 2,850,100  | 20,100     | 389,400    | 25,800    | 6,400     | 11,500    | 715,500   | (42,400) | 1,258,900 | 458,900   | 6,000     | (800)   |
| Other Ongoing Increases Expenditures       | 44,892,900 | 44,562,200 | 15,073,200 | 11,195,000 | 4,118,600 | 1,931,200 | 625,000   | 1,254,700 | 921,300  | 4,159,600 | 4,448,700 | 834,900   | 330,700 |
| Ongoing Increases                          |            |            |            |            |           |           |           |           |          |           |           |           |         |
| House Bill 2                               | 43,284,500 | 42,953,800 | 15,040,400 | 9,069,400  | 4,116,500 | 1,930,200 | 1,122,300 | 1,254,000 | 920,800  | 4,157,600 | 4,068,600 | 1,274,000 | 330,700 |
| House Bill 2 Dedicated Credits Adjustments | 1,207,000  | 1,207,000  | 0          | 1,207,000  | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0       |
| House Bill 2 SBR Reallocation              | 0          | 0          | 7,800      | 4,700      | 2,100     | 1,000     | 700       | 700       | 500      | 2,000     | 2,100     | (21,600)  | 0       |
| House Bill 2 Other Reallocations           | 362,600    | 362,600    | 0          | 913,900    | 0         | 0         | (498,000) | 0         | 0        | 0         | 370,400   | (423,700) | 0       |
| House Bill 2 Campus Internal Reallocations | 0          | 0          | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0       |
| Range Creek Security                       | 25,000     | 25,000     | 25,000     | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0       |
| UCAT Custom Fit Transfer                   | 7,600      | 7,600      | 0          | 0          | 0         | 0         | 0         | 0         | 0        | 0         | 7,600     | 0         | 0       |

|                     |              |              |            |           |              |             |         |         |         |              |           |         |              |
|---------------------|--------------|--------------|------------|-----------|--------------|-------------|---------|---------|---------|--------------|-----------|---------|--------------|
| SBR Amendments      | 6,200        | 6,200        | 0          | 0         | 0            | 0           | 0       | 0       | 0       | 0            | 0         | 6,200   | 0            |
| Financing           |              |              |            |           |              |             |         |         |         |              |           |         |              |
| General Fund        | 131,564,000  | 131,577,100  | 14,542,400 | 9,309,800 | 49,177,500   | 8,907,900   | 300,600 | 866,400 | 89,400  | 44,246,100   | 3,431,600 | 705,400 | (13,100)     |
| Education Fund      | (75,450,400) | (88,221,900) | 530,800    | 678,200   | (45,058,900) | (6,976,700) | 324,400 | 388,300 | 831,900 | (40,086,500) | 1,017,100 | 129,500 | 12,771,500   |
| Uniform School Fund | (12,427,700) | 0            | 0          | 0         | 0            | 0           | 0       | 0       | 0       | 0            | 0         | 0       | (12,427,700) |
| Dedicated Credits   | 1,207,000    | 1,207,000    | 0          | 1,207,000 | 0            | 0           | 0       | 0       | 0       | 0            | 0         | 0       | 0            |

#### 2010-11 Ongoing Appropriated Adjustments, Reductions, and Increases

|                       |              |              |            |            |              |             |         |           |         |              |           |         |              |
|-----------------------|--------------|--------------|------------|------------|--------------|-------------|---------|-----------|---------|--------------|-----------|---------|--------------|
| Total Expenditures    | 47,833,900   | 47,412,300   | 15,093,300 | 11,584,400 | 4,144,400    | 1,937,600   | 636,500 | 1,970,200 | 878,900 | 5,418,500    | 4,907,600 | 840,900 | 421,600      |
| Tax Fund Expenditures | 46,626,900   | 46,205,300   | 15,093,300 | 10,377,400 | 4,144,400    | 1,937,600   | 636,500 | 1,970,200 | 878,900 | 5,418,500    | 4,907,600 | 840,900 | 421,600      |
| General Fund          | 134,423,200  | 134,427,200  | 14,562,500 | 9,699,200  | 49,203,300   | 8,914,300   | 312,100 | 1,581,900 | 47,000  | 45,505,000   | 3,890,500 | 711,400 | (4,000)      |
| Education Fund        | (75,450,400) | (88,221,900) | 530,800    | 678,200    | (45,058,900) | (6,976,700) | 324,400 | 388,300   | 831,900 | (40,086,500) | 1,017,100 | 129,500 | 12,771,500   |
| Uniform School Fund   | (12,345,900) | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | (12,345,900) |
| Dedicated Credits     | 1,207,000    | 1,207,000    | 0          | 1,207,000  | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |
| Mineral Lease         | 0            | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |
| Federal Funds         | 0            | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |
| Cigarette Tax         | 0            | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |
| Tobacco Settlement    | 0            | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |
| Trust Funds/Other     | 0            | 0            | 0          | 0          | 0            | 0           | 0       | 0         | 0       | 0            | 0         | 0       | 0            |

#### 2010-11 Ongoing Appropriated Budget

|                                                |               |               |             |             |             |            |            |            |            |             |             |            |            |
|------------------------------------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures                             | 1,164,223,500 | 1,134,414,200 | 402,801,800 | 228,221,300 | 111,182,400 | 53,675,900 | 25,822,000 | 32,555,000 | 19,576,200 | 129,362,200 | 107,442,900 | 23,774,500 | 29,809,300 |
| Tax Fund Expenditures                          | 692,054,900   | 674,003,600   | 232,145,700 | 142,858,200 | 63,083,300  | 30,224,900 | 19,287,100 | 21,441,500 | 15,855,100 | 61,264,200  | 64,372,200  | 23,471,400 | 18,051,300 |
| General Fund                                   | 481,102,100   | 480,321,600   | 205,984,300 | 109,177,100 | 62,134,900  | 11,607,800 | 3,102,400  | 2,063,900  | 2,350,300  | 56,690,000  | 13,620,800  | 13,590,100 | 780,500    |
| Education Fund                                 | 210,952,800   | 193,682,000   | 26,161,400  | 33,681,100  | 948,400     | 18,617,100 | 16,184,700 | 19,377,600 | 13,504,800 | 4,574,200   | 50,751,400  | 9,881,300  | 17,270,800 |
| Uniform School Fund                            | 0             | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Dedicated Credits                              | 452,118,900   | 443,473,800   | 161,229,200 | 78,485,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 8,645,100  |
| Mineral Lease                                  | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds                                  | 6,705,300     | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 303,100    | 2,499,900  |
| Cigarette Tax                                  | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement                             | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other                              | 3,314,100     | 2,701,100     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 329,300    | 0           | 0           | 0          | 613,000    |
| Ongoing Tax Funds % Change from Adj. Beg. Base | 7.2%          | 7.4%          | 7.0%        | 7.8%        | 7.0%        | 6.8%       | 3.4%       | 10.1%      | 5.9%       | 9.7%        | 8.3%        | 3.7%       | 2.4%       |

#### 2010-11 Appropriated One-time Increases

|                                       |              |              |             |             |             |             |           |             |           |             |             |           |            |
|---------------------------------------|--------------|--------------|-------------|-------------|-------------|-------------|-----------|-------------|-----------|-------------|-------------|-----------|------------|
| One-time Increases Total Expenditures | 14,275,300   | (586,500)    | (1,572,700) | 7,000       | 0           | (324,400)   | 0         | (712,000)   | 0         | (1,244,000) | (590,400)   | 3,850,000 | 14,861,800 |
| Tax Fund Expenditures                 | (18,359,600) | (19,359,600) | (8,397,400) | (4,047,800) | (1,885,500) | (1,183,900) | (416,400) | (1,228,900) | (354,000) | (3,287,600) | (2,408,100) | 3,850,000 | 1,000,000  |
| ARRA Backfill                         | 18,773,100   | 18,773,100   | 6,824,700   | 4,054,800   | 1,885,500   | 859,500     | 416,400   | 516,900     | 354,000   | 2,043,600   | 1,817,700   | 0         | 0          |
| State Tax Funds One-Time Offset       | (18,773,100) | (18,773,100) | (6,824,700) | (4,054,800) | (1,885,500) | (859,500)   | (416,400) | (516,900)   | (354,000) | (2,043,600) | (1,817,700) | 0         | 0          |
| O & M Buildings Not Yet in Service    | (4,936,500)  | (4,936,500)  | (1,572,700) | (493,000)   | 0           | (324,400)   | 0         | (712,000)   | 0         | (1,244,000) | (590,400)   | 0         | 0          |
| Scholarships                          | 3,850,000    | 3,850,000    | 0           | 0           | 0           | 0           | 0         | 0           | 0         | 0           | 0           | 3,850,000 | 0          |
| Federal Grant                         | 13,861,800   | 0            | 0           | 0           | 0           | 0           | 0         | 0           | 0         | 0           | 0           | 0         | 13,861,800 |
| UEN Grant Match Fund                  | 1,000,000    | 0            | 0           | 0           | 0           | 0           | 0         | 0           | 0         | 0           | 0           | 0         | 1,000,000  |
| USU/CEU Merger Funding                | 500,000      | 500,000      | 0           | 500,000     | 0           | 0           | 0         | 0           | 0         | 0           | 0           | 0         | 0          |

#### Financing

|                |              |              |             |             |             |             |           |             |           |             |             |           |            |
|----------------|--------------|--------------|-------------|-------------|-------------|-------------|-----------|-------------|-----------|-------------|-------------|-----------|------------|
| General Fund   | (22,553,300) | (22,553,300) | (7,741,100) | (4,047,800) | (1,885,500) | (1,183,900) | (416,400) | (1,228,900) | (354,000) | (3,287,600) | (2,408,100) | 0         | 0          |
| Education Fund | 4,193,700    | 3,193,700    | (656,300)   | 0           | 0           | 0           | 0         | 0           | 0         | 0           | 0           | 3,850,000 | 1,000,000  |
| Federal Funds  | 32,634,900   | 18,773,100   | 6,824,700   | 4,054,800   | 1,885,500   | 859,500     | 416,400   | 516,900     | 354,000   | 2,043,600   | 1,817,700   | 0         | 13,861,800 |

#### 2010-11 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

|                                              |               |               |             |             |             |            |            |            |            |             |             |            |            |
|----------------------------------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures                           | 1,178,498,800 | 1,133,827,700 | 401,229,100 | 228,228,300 | 111,182,400 | 53,351,500 | 25,822,000 | 31,843,000 | 19,576,200 | 128,118,200 | 106,852,500 | 27,624,500 | 44,671,100 |
| Tax Fund Expenditures                        | 673,695,300   | 654,644,000   | 223,748,300 | 138,810,400 | 61,197,800  | 29,041,000 | 18,870,700 | 20,212,600 | 15,501,100 | 57,976,600  | 61,964,100  | 27,321,400 | 19,051,300 |
| General Fund                                 | 458,548,800   | 457,768,300   | 198,243,200 | 105,129,300 | 60,249,400  | 10,423,900 | 2,686,000  | 835,000    | 1,996,300  | 53,402,400  | 11,212,700  | 13,590,100 | 780,500    |
| Education Fund                               | 215,146,500   | 196,875,700   | 25,505,100  | 33,681,100  | 948,400     | 18,617,100 | 16,184,700 | 19,377,600 | 13,504,800 | 4,574,200   | 50,751,400  | 13,731,300 | 18,270,800 |
| Dedicated Credits                            | 452,118,900   | 443,473,800   | 161,229,200 | 78,485,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 8,645,100  |
| Mineral Lease                                | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds                                | 39,340,200    | 22,978,500    | 6,824,700   | 7,957,100   | 1,885,500   | 859,500    | 416,400    | 516,900    | 354,000    | 2,043,600   | 1,817,700   | 303,100    | 16,361,700 |
| Cigarette Tax                                | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement                           | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other                            | 3,314,100     | 2,701,100     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 329,300    | 0           | 0           | 0          | 613,000    |
| Total Tax Funds % Change from Adj. Beg. Base | 4.4%          | 4.3%          | 3.1%        | 4.8%        | 3.8%        | 2.7%       | 1.2%       | 3.8%       | 3.5%       | 3.8%        | 4.2%        | 20.7%      | 8.1%       |

**2010-11 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)**

|                       |               |               |             |             |             |            |            |            |            |             |             |            |            |
|-----------------------|---------------|---------------|-------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Total Expenditures    | 1,178,498,800 | 1,133,827,700 | 401,229,100 | 228,228,300 | 111,182,400 | 53,351,500 | 25,822,000 | 31,843,000 | 19,576,200 | 128,118,200 | 106,852,500 | 27,624,500 | 44,671,100 |
| Tax Fund Expenditures | 673,695,300   | 654,644,000   | 223,748,300 | 138,810,400 | 61,197,800  | 29,041,000 | 18,870,700 | 20,212,600 | 15,501,100 | 57,976,600  | 61,964,100  | 27,321,400 | 19,051,300 |
| General Fund          | 458,548,800   | 457,768,300   | 198,243,200 | 105,129,300 | 60,249,400  | 10,423,900 | 2,686,000  | 835,000    | 1,996,300  | 53,402,400  | 11,212,700  | 13,590,100 | 780,500    |
| Education Fund        | 215,146,500   | 196,875,700   | 25,505,100  | 33,681,100  | 948,400     | 18,617,100 | 16,184,700 | 19,377,600 | 13,504,800 | 4,574,200   | 50,751,400  | 13,731,300 | 18,270,800 |
| Uniform School Fund   | 0             | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Dedicated Credits     | 452,118,900   | 443,473,800   | 161,229,200 | 78,485,600  | 48,099,100  | 23,451,000 | 6,534,900  | 11,113,500 | 3,391,800  | 68,098,000  | 43,070,700  | 0          | 8,645,100  |
| Mineral Lease         | 1,745,800     | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Federal Funds         | 39,340,200    | 22,978,500    | 6,824,700   | 7,957,100   | 1,885,500   | 859,500    | 416,400    | 516,900    | 354,000    | 2,043,600   | 1,817,700   | 303,100    | 16,361,700 |
| Cigarette Tax         | 4,284,500     | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Tobacco Settlement    | 4,000,000     | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0          | 0           | 0           | 0          | 0          |
| Trust Funds/Other     | 3,314,100     | 2,701,100     | 1,142,400   | 1,229,400   | 0           | 0          | 0          | 0          | 329,300    | 0           | 0           | 0          | 613,000    |

## 2010-11 Tax Fund Appropriations by Institution

Includes Stimulus (ARRA) Funds

| (a)                                      | (b)                                  |          | (b)                          |          | (c)                           |             | (d)                      |          | (e)                         |
|------------------------------------------|--------------------------------------|----------|------------------------------|----------|-------------------------------|-------------|--------------------------|----------|-----------------------------|
| 2008-09<br>Beginning On-<br>Going Budget | 2008-09 - 2009-10<br>Ongoing Changes |          | 2010-11<br>Ongoing Increases |          | 2010-11<br>One-time Increases |             | 2010-11<br>Total Changes |          | 2010-11<br>Operating Budget |
| Amount                                   | Amount                               | % Change | Amount                       | % Change | Amount                        | %<br>Change | Amount                   | % Change | Amount                      |

### 2 & 4 Year Institutions

|                                            |                      |                        |               |                     |             |                    |              |                       |               |                      |
|--------------------------------------------|----------------------|------------------------|---------------|---------------------|-------------|--------------------|--------------|-----------------------|---------------|----------------------|
| University of Utah                         | \$264,801,700        | (\$43,319,800)         | -16.4%        | \$10,663,800        | 4.0%        | (\$1,572,700)      | -0.6%        | (\$34,228,700)        | -12.9%        | \$230,573,000        |
| Utah State University                      | 162,620,600          | (27,436,100)           | -16.9%        | 7,673,700           | 4.7%        | 7,000              | 0.0%         | (\$19,755,400)        | -12.1%        | 142,865,200          |
| Weber State University                     | 72,375,800           | (12,234,000)           | -16.9%        | 2,941,500           | 4.1%        | 0                  | 0.0%         | (\$9,292,500)         | -12.8%        | 63,083,300           |
| Southern Utah University                   | 34,351,500           | (5,486,900)            | -16.0%        | 1,360,300           | 4.0%        | (324,400)          | -0.9%        | (\$4,451,000)         | -13.0%        | 29,900,500           |
| Snow College                               | 22,701,800           | (3,670,600)            | -16.2%        | 255,900             | 1.1%        | 0                  | 0.0%         | (\$3,414,700)         | -15.0%        | 19,287,100           |
| Dixie State College                        | 23,883,300           | (4,014,600)            | -16.8%        | 1,572,800           | 6.6%        | (712,000)          | -3.0%        | (\$3,153,800)         | -13.2%        | 20,729,500           |
| USU/College of Eastern Utah                | 18,484,300           | (3,202,500)            | -17.3%        | 573,300             | 3.1%        | 0                  | 0.0%         | (\$2,629,200)         | -14.2%        | 15,855,100           |
| Utah Valley University                     | 68,568,000           | (11,582,500)           | -16.9%        | 4,278,700           | 6.2%        | (1,244,000)        | -1.8%        | (\$8,547,800)         | -12.5%        | 60,020,200           |
| Salt Lake Community College <sup>(1)</sup> | 70,530,500           | (9,852,300)            | -14.0%        | 3,694,000           | 5.2%        | (590,400)          | -0.8%        | (\$6,748,700)         | -9.6%         | 63,781,800           |
| SBR Statewide Programs <sup>(1)</sup>      | 25,426,200           | (4,970,800)            | -19.5%        | 322,100             | 1.3%        | 3,850,000          | 15.1%        | (\$798,700)           | -3.1%         | 24,627,500           |
| SBR Administration                         | 3,214,900            | (578,100)              | -18.0%        | 57,100              | 1.8%        | 0                  | 0.0%         | (\$521,000)           | -16.2%        | 2,693,900            |
| <b>Subtotal - 2 &amp; 4 year</b>           | <b>\$766,958,600</b> | <b>(\$126,348,200)</b> | <b>-16.5%</b> | <b>\$33,393,200</b> | <b>4.4%</b> | <b>(\$586,500)</b> | <b>-0.1%</b> | <b>(\$93,541,500)</b> | <b>-12.2%</b> | <b>\$673,417,100</b> |

#### Notes:

(1) Budget cuts and partial budget restorations were equally distributed among institutions and resulted in net budget reductions of approximately -12%. SLCC & SBR received program transfer funds or appropriations for specific programs that impacted the "% Change" for these institutions.

### Other

|                         |                      |                        |               |                     |             |                    |             |                       |               |                      |
|-------------------------|----------------------|------------------------|---------------|---------------------|-------------|--------------------|-------------|-----------------------|---------------|----------------------|
| UEN                     | \$21,201,900         | (\$3,793,400)          | -17.9%        | \$81,800            | 0.4%        | \$1,000,000        | 4.7%        | (\$2,711,600)         | -12.8%        | \$18,490,300         |
| MEC                     | 701,500              | (120,500)              | -17.2%        | (20,000)            | -2.9%       | 0                  | 0.0%        | (\$140,500)           | -20.0%        | 561,000              |
| <b>Subtotal - Other</b> | <b>\$21,903,400</b>  | <b>(\$3,913,900)</b>   | <b>-17.9%</b> | <b>\$61,800</b>     | <b>0.3%</b> | <b>\$1,000,000</b> | <b>4.6%</b> | <b>(\$2,852,100)</b>  | <b>-13.0%</b> | <b>\$19,051,300</b>  |
| <b>TOTAL</b>            | <b>\$788,862,000</b> | <b>(\$130,262,100)</b> | <b>-16.5%</b> | <b>\$33,455,000</b> | <b>4.2%</b> | <b>\$413,500</b>   | <b>0.1%</b> | <b>(\$96,393,600)</b> | <b>-12.2%</b> | <b>\$692,468,400</b> |

**Summary of Appropriations, 2010 General Session (Tax Funds Only)**

(Includes 8 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN &amp; MEC)

(Includes Federal Stimulus (ARRA) Funding)

|                                                                          | <u>Appropriations</u> | <u>% Change From<br/>Base</u> |
|--------------------------------------------------------------------------|-----------------------|-------------------------------|
| <b>2008-09 On-going Operating Appropriations Base Budget*</b>            | <b>\$788,862,000</b>  |                               |
| 2008-09 - 2009-10 On-going Adjustments                                   |                       |                               |
| On-going Budget Changes (2008-09 - 2009-10)                              | (130,262,100)         | -16.5%                        |
| 2009-10 One-time Adjustments                                             |                       |                               |
| One-time Adjustments**                                                   | 62,486,600            |                               |
| Supplemental Adjustments <sup>(1)</sup>                                  | (18,273,100)          |                               |
| <b>Total Budget Adjustments</b>                                          | <b>(86,048,600)</b>   |                               |
| <b>Revised 2009-10 Appropriation (Base, One-Time &amp; Supplementals</b> | <b>\$702,813,400</b>  |                               |
| 2010-11 On-going Adjustments                                             |                       |                               |
| Program Increases <sup>(2)</sup>                                         | 33,455,000            | 4.2%                          |
| Subtotal - On-going Adjustments                                          | \$33,455,000          | 4.2%                          |
| <b>2010-11 On-going Budget</b>                                           | <b>\$692,054,900</b>  | -12.3%                        |
| 2010-11 One-time Adjustments                                             |                       |                               |
| Program Increases <sup>(3)</sup>                                         | 413,500               | 0.1%                          |
| Subtotal - One-time Adjustments                                          | \$413,500             | 0.1%                          |
| <b>2010-11 Appropriation (Base plus 2010-11 Adjustments)</b>             | <b>\$692,468,400</b>  | -12.2%                        |

\* Base Budget Prior to Budget Cuts - Base Budget used to Calculate all Percentages Listed Above

\*\*Primarily Federal Stimulus (ARRA) Funds

**(1) Supplemental Adjustments**

|                                       |                       |
|---------------------------------------|-----------------------|
| SB 3 One-Time Budget Reduction        | (\$18,773,100)        |
| New Century Scholarship (ARRA Funds)  | \$500,000             |
|                                       | \$0                   |
| <b>Total Supplemental Adjustments</b> | <b>(\$18,273,100)</b> |

**(2) Program Increases - Ongoing**

|                                        |            |
|----------------------------------------|------------|
| Partial Restoration of Budget Cuts     | 29,972,400 |
| Regents Scholarship                    | 500,000    |
| Prison Recidivism Funds to Corrections | (423,700)  |
| SBR Amendments                         | 6,200      |
| Range Creek Security (U of U)          | 25,000     |
| ISF Rate Changes                       | (48,700)   |
| New Building O&M                       | 2,898,000  |
| Public Ed Transfers to USU             | 415,900    |
| UCAT Transfers to SLCC                 | 378,000    |
| Health & State Retirement              | 91,700     |
| Senate Bill 1                          | (359,800)  |

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

|                               |                |
|-------------------------------|----------------|
| ARRA Backfill                 | \$18,773,100   |
| State Tax Funds One-Time Cut  | (\$18,773,100) |
| New Building O&M One-Time Cut | (\$4,936,500)  |
| New Century Scholarships      | \$3,850,000    |
| USU/CEU Merger                | \$500,000      |
| UEN Grant Match Fund          | \$1,000,000    |

Total Program Increases - Ongoing

\$33,455,000

Total Program Increases - One-time

\$413,500



**Comparison of New Appropriated Ongoing Operating Budgets****Recommendations and Appropriations for Recent Years <sup>(1)</sup>**

|                                                | INCREASE FROM PREVIOUS YEAR |        | USHE Share of                  |
|------------------------------------------------|-----------------------------|--------|--------------------------------|
|                                                | STATE TAX FUNDS             |        | State Tax Funds <sup>(2)</sup> |
| <b>2000-01</b>                                 |                             |        |                                |
| Regents' Request                               | \$63,928,300                | 12.5%  |                                |
| Gov. Leavitt's Recommendation                  | \$37,148,100                | 7.3%   |                                |
| Final Appropriation                            | \$31,143,900                | 6.1%   | 14.8%                          |
| <b>2001-02</b>                                 |                             |        |                                |
| Regents' Request                               | \$85,602,500                | 15.9%  |                                |
| Gov. Leavitt's Recommendation                  | \$66,885,100                | 12.4%  |                                |
| Final Appropriation                            | \$29,639,800                | 5.5%   | 15.7%                          |
| <b>2002-03</b>                                 |                             |        |                                |
| Regents' Request                               | \$42,178,300                | 7.2%   |                                |
| Gov. Leavitt's Recommendation                  | (\$10,058,000)              | -1.7%  |                                |
| Final Appropriation ( <i>General Session</i> ) | (\$18,267,000)              | -3.1%  |                                |
| Revised Appropriation <sup>(3)</sup>           | (\$23,925,400)              | -4.1%  | 16.0%                          |
| <b>2003-04</b>                                 |                             |        |                                |
| Regents' Request                               | \$74,073,600                | 13.1%  |                                |
| Gov. Leavitt's Recommendation                  | \$18,464,500                | 3.3%   |                                |
| Final Appropriation                            | (\$677,800)                 | -0.1%  | 15.8%                          |
| <b>2004-05</b>                                 |                             |        |                                |
| Regents' Request                               | \$89,568,000                | 15.8%  |                                |
| Gov. Walker's Recommendation                   | \$22,694,500                | 4.0%   |                                |
| Final Appropriation                            | \$14,565,200                | 2.6%   | 15.0%                          |
| <b>2005-06</b>                                 |                             |        |                                |
| Regents' Request                               | \$52,965,700                | 9.1%   |                                |
| Gov. Huntsman's Recommendation                 | \$32,567,500                | 5.6%   |                                |
| Final Appropriation                            | \$41,801,600                | 7.2%   | 14.9%                          |
| <b>2006-07</b>                                 |                             |        |                                |
| Regents' Request                               | \$69,149,700                | 11.1%  |                                |
| Gov. Huntsman's Recommendation                 | \$52,354,300                | 8.4%   |                                |
| Final Appropriation                            | \$31,439,300                | 5.0%   | 13.9%                          |
| <b>2007-08</b>                                 |                             |        |                                |
| Regents' Request                               | \$77,471,200                | 11.9%  |                                |
| Gov. Huntsman's Recommendation                 | \$61,454,600                | 9.5%   |                                |
| Final Appropriation                            | \$82,120,600                | 12.6%  | 12.9%                          |
| <b>2008-09</b>                                 |                             |        |                                |
| Regents' Request                               | \$94,432,700                | 12.9%  |                                |
| Gov. Huntsman's Recommendation                 | \$61,762,900                | 8.4%   |                                |
| Final Appropriation                            | \$34,822,400                | 4.8%   | 14.2%                          |
| <b>2009-10</b>                                 |                             |        |                                |
| Regents' Request                               | \$37,488,600                | 4.9%   |                                |
| Gov. Huntsman's Recommendation                 | (\$75,792,000)              | -9.9%  |                                |
| Final Appropriation                            | (\$126,348,200)             | -16.5% | 13.9%                          |
| <b>2010-11</b>                                 |                             |        |                                |
| Regents' Request                               | \$61,478,900                | 9.6%   |                                |
| Gov. Herbert's Recommendation                  | \$3,953,900                 | 0.6%   |                                |
| Final Appropriation                            | \$33,393,200                | 5.2%   |                                |

(1) Includes ongoing requests, recommendations and appropriations for 8 USHE institutions and Board of Regents line items

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

2010-11 Operating Budget Comparisons (Tax Funds Only)

Board of Regents Request, Governor Herbert and Final State Legislature Appropriation Comparison  
Includes Stimulus (ARRA) Funding

|                                                                   | Board of Regents   | Governor Huntsman     |                       | Final Appropriation   |                       |                       |
|-------------------------------------------------------------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                                                   | Amount             | Amount                | Above/<br>(Below) SBR | Amount                | Above/<br>(Below) Gov | Above/<br>(Below) SBR |
| <b>Utah System of Higher Education Budget Priorities</b>          |                    |                       |                       |                       |                       |                       |
| <b>Compensation</b>                                               |                    |                       |                       |                       |                       |                       |
| Base Compensation Package (Flexibility in Implementation)         |                    |                       | \$0                   |                       | \$0                   | \$0                   |
| <b>Continuing Operating Costs</b>                                 |                    |                       |                       |                       |                       |                       |
| O&M Requests for Non State Funded Projects                        | 2,997,200          |                       | (\$2,997,200)         |                       | \$0                   | (\$2,997,200)         |
| Mission-Based Funding                                             | 30,000,000         |                       | (\$30,000,000)        |                       | \$0                   | (\$30,000,000)        |
| ISF Rate Increases                                                |                    | (46,100)              | (\$46,100)            | (\$47,900)            | (\$1,800)             | (\$47,900)            |
| O&M New Building                                                  |                    |                       | \$0                   | \$2,898,000           | \$2,898,000           | \$2,898,000           |
| SB 1 (98% Base Budget)                                            |                    |                       | \$0                   | (\$12,812,100)        | (\$12,812,100)        | (\$12,812,100)        |
| HB 2 Restoration of Base Budget                                   |                    |                       | \$0                   | \$43,355,200          | \$43,355,200          | \$43,355,200          |
| <b>State Board of Regents' Strategic Plan</b>                     |                    |                       |                       |                       |                       |                       |
| Participation                                                     |                    |                       |                       |                       |                       |                       |
| Regents Scholarship                                               | 2,750,000          |                       | (\$2,750,000)         |                       | \$0                   | (\$2,750,000)         |
| New Century Scholarship                                           | 1,705,000          | 1,500,000             | (\$205,000)           |                       | (\$1,500,000)         | (\$1,705,000)         |
| Utah Scholars/Participation Outreach                              | 75,000             |                       | (\$75,000)            |                       | \$0                   | (\$75,000)            |
| Need Based Student Aid - (UCOPE)                                  | 5,000,000          | 2,500,000             | (\$2,500,000)         |                       | (\$2,500,000)         | (\$5,000,000)         |
| Student Text Book Initiative                                      | 75,000             |                       | (\$75,000)            |                       | \$0                   | (\$75,000)            |
| Completion                                                        |                    |                       |                       |                       |                       |                       |
| GuidanceCounselors & Advisors                                     | 1,400,000          |                       | (\$1,400,000)         |                       | \$0                   | (\$1,400,000)         |
| Student Success & First-year Initiatives                          | 1,000,000          |                       | (\$1,000,000)         |                       | \$0                   | (\$1,000,000)         |
| Economic Development                                              |                    |                       |                       |                       |                       |                       |
| Cluster Acceleration Partnership- CAP (USHE, DWS, GOED, USTAR)    | 1,000,000          |                       | (\$1,000,000)         |                       | \$0                   | (\$1,000,000)         |
| Engineering Initiative                                            | 2,000,000          |                       | (\$2,000,000)         |                       | \$0                   | (\$2,000,000)         |
| STEM Education Initiative                                         | 500,000            |                       | (\$500,000)           |                       | \$0                   | (\$500,000)           |
| <b>Institutional &amp; USHE Priorities</b>                        |                    |                       |                       |                       |                       |                       |
| Institutional Priorities                                          | 8,000,000          |                       | (\$8,000,000)         |                       | \$0                   | (\$8,000,000)         |
| SBR Programming                                                   | 445,000            |                       | (\$445,000)           |                       | \$0                   | (\$445,000)           |
| IT Infrastructure                                                 | 4,281,700          |                       | (\$4,281,700)         |                       | \$0                   | (\$4,281,700)         |
| Academic Library Consortium                                       | 250,000            |                       | (\$250,000)           |                       | \$0                   | (\$250,000)           |
| <b>Subtotal - USHE Priority Ongoing Increases</b>                 | <b>61,478,900</b>  | <b>3,953,900</b>      | <b>(57,525,000)</b>   | <b>33,393,200</b>     | <b>29,439,300</b>     | <b>(28,085,700)</b>   |
| <b>One-Time Requests</b>                                          |                    |                       |                       |                       |                       |                       |
| USU/CEU Merger                                                    | \$500,000          |                       | (\$500,000)           | \$500,000             | \$500,000             | \$0                   |
| SBR Programming                                                   | 140,000            |                       | (\$140,000)           |                       | \$0                   | (\$140,000)           |
| Space Utilization Study                                           | 400,000            |                       | (\$400,000)           |                       | \$0                   | (\$400,000)           |
| Cluster Acceleration Partnership - CAP (USHE, DWS, GOED, USTAR)   | 400,000            |                       | (\$400,000)           |                       | \$0                   | (\$400,000)           |
| IT Infrastructure                                                 | 3,028,000          |                       | (\$3,028,000)         |                       | \$0                   | (\$3,028,000)         |
| Academic Library Consortium                                       | 250,000            |                       | (\$250,000)           |                       | \$0                   | (\$250,000)           |
| Restore Backfill                                                  |                    | 61,156,600            | \$61,156,600          |                       | (\$61,156,600)        | \$0                   |
| New Century Scholarship                                           |                    |                       | \$0                   | \$3,850,000           | \$3,850,000           | \$3,850,000           |
| O&M New Building (one-time cut)                                   |                    |                       | \$0                   | (\$4,936,500)         | (\$4,936,500)         | (\$4,936,500)         |
| <b>Total One-time Increases</b>                                   | <b>\$4,718,000</b> | <b>\$61,156,600</b>   | <b>\$56,438,600</b>   | <b>(\$586,500)</b>    | <b>(\$61,743,100)</b> | <b>(\$5,304,500)</b>  |
| <b>Supplemental Request</b>                                       |                    |                       |                       |                       |                       |                       |
| O&M Requests for Non-State Funded Projects                        | \$2,109,700        |                       | (\$2,109,700)         |                       | \$0                   | (\$2,109,700)         |
| Regents' Scholarship                                              | 200,000            |                       | (\$200,000)           |                       | \$0                   | (\$200,000)           |
| New Centruy Scholarship                                           | 1,500,000          | 500,000               | (\$1,000,000)         |                       | (\$500,000)           | (\$1,500,000)         |
| Governor's Executive Order/SB 3                                   | 0                  | (18,773,100)          | (\$18,773,100)        | (\$18,773,100)        | \$0                   | (\$18,773,100)        |
| <b>Total Supplemental Increases</b>                               | <b>\$3,809,700</b> | <b>(\$18,273,100)</b> | <b>(\$22,082,800)</b> | <b>(\$18,773,100)</b> | <b>(\$500,000)</b>    | <b>(\$22,582,800)</b> |
| <b>Total Appropriation (Ongoing, One-time &amp; Supplemental)</b> | <b>70,006,600</b>  | <b>46,837,400</b>     | <b>(23,169,200)</b>   | <b>14,033,600</b>     | <b>(32,803,800)</b>   | <b>(55,973,000)</b>   |

## Legislative Action on Capital Development for 2010-11

## STATE-FUNDED CAPITAL IMPROVEMENTS

**\$50,685,400**

1. The amount funded is 0.61% of the replacement cost of state buildings which is significantly below the statutory minimum of 0.9%.
2. Capital Improvement funds are appropriated to the Division of Facilities Construction and Management, which allocates funds to projects of up to \$2.5 million. USHE typically receives 50 to 60 percent of these funds.
3. The Legislature also authorized DFCM to reallocate \$3,550,000 of University of Utah prior year capital improvement funds and combine them with 2011 funds to enable them to address critically needed upgrades and replacements in the High Temperature Water distribution system.

## STATE-FUNDED PROJECTS

|                                                          | Project                                                | Phase | Legislative Action   |                     |                      | Future State O&M <sup>(1)</sup> |
|----------------------------------------------------------|--------------------------------------------------------|-------|----------------------|---------------------|----------------------|---------------------------------|
|                                                          |                                                        |       | Cash                 | GO Bond             | Cumulative           |                                 |
| SB 282                                                   | UVU Science & Health Sciences Building Addition        |       | \$45,000,000         |                     | \$45,000,000         | \$1,244,000                     |
| SB 282                                                   | DSC Holland Centennial Commons Building                |       | \$35,000,000         |                     | \$80,000,000         | \$713,000                       |
| SB 282                                                   | SLCC Instructional & Administrative Complex            |       | \$29,000,000         |                     | \$109,000,000        | \$449,000                       |
| SB 280                                                   | USU - Agriculture Research Building                    |       |                      | \$43,111,000        | \$152,111,000        | \$493,400                       |
| SB 280                                                   | USU Bio Innovations Research Institute                 |       |                      | \$18,400,000        | \$170,511,000        | No                              |
| SB 280                                                   | UU Neuroscience & Biomedical Technology Research Bldg. |       |                      | \$27,600,000        | \$198,111,000        | No                              |
| <b>TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS</b> |                                                        |       | <b>\$109,000,000</b> | <b>\$89,111,000</b> | <b>\$198,111,000</b> |                                 |

## OTHER FUNDS PROJECTS

|                                                         | Project                                  | Funding Source              | Legislative Action |                                   |
|---------------------------------------------------------|------------------------------------------|-----------------------------|--------------------|-----------------------------------|
|                                                         |                                          |                             | Project Approval   | State O&M Approved <sup>(1)</sup> |
|                                                         |                                          | Federal Funds, Donations, & |                    |                                   |
| HB 5                                                    | UU- Henry Eyring Building Addition       | Institutional Funds         | \$17,878,000       | No                                |
| HB 5                                                    | UU -Guest House Expansion                | Revenue Bond                | \$10,000,000       | No                                |
| HB 5                                                    | UU -Ambulatory Care Complex              | Revenue Bond                | \$119,541,000      | No                                |
| HB 5                                                    | UU- Ambassador Building Purchase         | Revenue Bond                | \$12,000,000       | No                                |
| HB 5                                                    | UU - Orthopaedic Center Purchase         | Revenue Bond                | \$25,000,000       | No                                |
| HB 5                                                    | USU -Botanical Center Classroom Building | Donations                   | \$3,000,000        | No                                |
| HB 5                                                    | WSU - Student Housing Phase I            | Revenue Bond                | \$15,000,000       | No                                |
| HB 5                                                    | SUU - Arts Museum                        | Donations & Bonding*        | \$10,000,000       | No                                |
| HB 5                                                    | UU - Dentistry Building                  | Donations                   | Planning           | NA                                |
| <b>TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS</b> |                                          |                             |                    |                                   |

\* The total project amount is \$10,000,000 with \$7,500,000 from donations and \$2,500,000 authorized from bonding.



# Summary of Appropriations, 2010 General Session (Tax Funds Only)

## Utah Education Network and Medical Education Council

(Includes Federal Stimulus (ARRA) Funding)

|                                                                           | Appropriations      | % Change From Base |
|---------------------------------------------------------------------------|---------------------|--------------------|
| <b>2008-09 On-going Operating Appropriations Base Budget*</b>             | <b>\$21,903,400</b> |                    |
| 2008-09 - 2009-10 On-going Adjustments                                    |                     |                    |
| On-going Budget Changes (2008-09 - 2009-10)                               | (3,913,900)         | -17.9%             |
| 2009-10 One-time Adjustments                                              |                     |                    |
| One-time Adjustments                                                      | 1,598,200           |                    |
| Supplemental Adjustments <sup>(1)</sup>                                   | 0                   |                    |
| <b>Total Budget Adjustments</b>                                           | <b>(2,315,700)</b>  |                    |
| <b>Revised 2009-10 Appropriation (Base, One-Time &amp; Supplementals)</b> | <b>\$19,587,700</b> |                    |
| 2010-11 On-going Adjustments                                              |                     |                    |
| Program Increases <sup>(2)</sup>                                          | 61,800              | 0.3%               |
| Subtotal - On-going Adjustments                                           | \$61,800            | 0.3%               |
| <b>2010-11 On-going Budget</b>                                            | <b>\$18,051,300</b> | <b>-17.6%</b>      |
| 2010-11 One-time Adjustments                                              |                     |                    |
| Program Increases <sup>(3)</sup>                                          | 1,000,000           | 4.6%               |
| Subtotal - One-time Adjustments                                           | \$1,000,000         | 4.6%               |
| <b>2010-11 Appropriation (Base plus 2010-11 Adjustments)</b>              | <b>\$19,051,300</b> | <b>-13.0%</b>      |

\* Base Budget Prior to Budget Cuts - Base Budget used to Calculate all Percentages Listed Above

**(1) Supplemental Adjustments**

SB 3 One-Time Budget Reduction  
New Century Scholarship (ARRA Funds)

Total Supplemental Adjustments \$0

**(2) Program Increases - Ongoing**

Partial Restoration of Budget Cuts 330,700  
Regents Scholarship  
Prison Recidivism Funds to Corrections  
SBR Amendments  
Range Creek Security (U of U)  
ISF Rate Changes (800)  
New Building O&M  
Public Ed Transfers to USU  
UCAT Transfers to SLCC  
Health & State Retirement 91,700  
Senate Bill 1 (359,800)

Total Program Increases - Ongoing \$61,800

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

ARRA Backfill  
State Tax Funds One-Time Cut  
New Building O&M One-Time Cut  
New Century Scholarships  
USU/CEU Merger  
UEN Grant Match Fund 1,000,000

Total Program Increases - One-time \$1,000,000

**Summary of Appropriations, 2010 General Session (Tax Funds Only)**

(Includes 8 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN &amp; MEC)

(Includes Federal Stimulus (ARRA) Funding)

|                                                                          | <u>Appropriations</u> | <u>% Change From<br/>Base</u> |
|--------------------------------------------------------------------------|-----------------------|-------------------------------|
| <b>2008-09 On-going Operating Appropriations Base Budget*</b>            | <b>\$788,862,000</b>  |                               |
| 2008-09 - 2009-10 On-going Adjustments                                   |                       |                               |
| On-going Budget Changes (2008-09 - 2009-10)                              | (130,262,100)         | -16.5%                        |
| 2009-10 One-time Adjustments                                             |                       |                               |
| One-time Adjustments**                                                   | 62,486,600            |                               |
| Supplemental Adjustments <sup>(1)</sup>                                  | (18,273,100)          |                               |
| <b>Total Budget Adjustments</b>                                          | <b>(86,048,600)</b>   |                               |
| <b>Revised 2009-10 Appropriation (Base, One-Time &amp; Supplementals</b> | <b>\$702,813,400</b>  |                               |
| 2010-11 On-going Adjustments                                             |                       |                               |
| Program Increases <sup>(2)</sup>                                         | 33,455,000            | 4.2%                          |
| Subtotal - On-going Adjustments                                          | \$33,455,000          | 4.2%                          |
| <b>2010-11 On-going Budget</b>                                           | <b>\$692,054,900</b>  | -12.3%                        |
| 2010-11 One-time Adjustments                                             |                       |                               |
| Program Increases <sup>(3)</sup>                                         | 413,500               | 0.1%                          |
| Subtotal - One-time Adjustments                                          | \$413,500             | 0.1%                          |
| <b>2010-11 Appropriation (Base plus 2010-11 Adjustments)</b>             | <b>\$692,468,400</b>  | -12.2%                        |

\* Base Budget Prior to Budget Cuts - Base Budget used to Calculate all Percentages Listed Above

\*\*Primarily Federal Stimulus (ARRA) Funds

**(1) Supplemental Adjustments**

|                                       |                       |
|---------------------------------------|-----------------------|
| SB 3 One-Time Budget Reduction        | (\$18,773,100)        |
| New Century Scholarship (ARRA Funds)  | \$500,000             |
|                                       | \$0                   |
| <b>Total Supplemental Adjustments</b> | <b>(\$18,273,100)</b> |

**(2) Program Increases - Ongoing**

|                                        |            |
|----------------------------------------|------------|
| Partial Restoration of Budget Cuts     | 29,972,400 |
| Regents Scholarship                    | 500,000    |
| Prison Recidivism Funds to Corrections | (423,700)  |
| SBR Amendments                         | 6,200      |
| Range Creek Security (U of U)          | 25,000     |
| ISF Rate Changes                       | (48,700)   |
| New Building O&M                       | 2,898,000  |
| Public Ed Transfers to USU             | 415,900    |
| UCAT Transfers to SLCC                 | 378,000    |
| Health & State Retirement              | 91,700     |
| Senate Bill 1                          | (359,800)  |

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

|                               |                |
|-------------------------------|----------------|
| ARRA Backfill                 | \$18,773,100   |
| State Tax Funds One-Time Cut  | (\$18,773,100) |
| New Building O&M One-Time Cut | (\$4,936,500)  |
| New Century Scholarships      | \$3,850,000    |
| USU/CEU Merger                | \$500,000      |
| UEN Grant Match Fund          | \$1,000,000    |

Total Program Increases - Ongoing

\$33,455,000

Total Program Increases - One-time

\$413,500

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Tuition Increases for 2010-2011 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases for the upcoming year, 2010-2011, for all institutions.

Background

In accordance with Regent policy for setting tuition rates, public higher education institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students.

Regents are asked to consider a number of factors when setting tuition, such as state funding levels, inflationary increases in the Consumer Price Index and Higher Education Price Index, regional and national tuition rate increases, and comparisons of tuition and fee levels at Western higher education institutions. At present, the state budget cuts to higher education have had a significant impact on institutional budgets. This reduction in state funding levels is an important consideration in approving institutional tuition increases for the upcoming year. The first three attachments, as described below, summarize the most recent information available regarding the measurements mentioned above.

***First-tier Increases*** – First-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, and shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education (R510-3.1).

***Second-tier Increases*** – Each institutional President, with the approval of the institutional Board of Trustees, may recommend a second-tier of tuition rate increases to meet specific institutional needs.

Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). Typically, rates vary from campus to campus and depend on the level of state tax funds appropriated during the General Session of the Legislature. Attachment 4 is a comprehensive summary regarding the proposed second tier increase for each of the institutions and describes how the estimated revenues generated by the second-tier increase will be used.

***Differential Tuitions*** – The University of Utah is requesting differential tuition for graduate programs in Educational Psychology and Biomedical Informatics and an increase in the differential tuition for the graduate program in Genetic Counseling.

The Commissioner's staff has prepared four attachments providing benchmark and comparative data regarding tuition rates. Additionally, three attachments have been provided regarding new and increased differential tuitions at the University of Utah.

- Attachment 1 provides benchmark inflation and national and regional tuition increase information
- Attachment 2 provides tuition comparisons with WICHE and Rocky Mountain States.
- Attachment 3 provides a tuition comparison chart with WICHE and Rocky Mountain States.
- Attachment 4 provides a summary of Second-tier increases and proposed use of revenue.
- Attachments 5 – 7 provide information from the University of Utah regarding a request for two new differential tuitions and one increase in differential tuition.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2010-11 by:

- Finalizing the first-tier tuition increase at 1.5 percent for all USHE institutions;
- Approving the second-tier tuition increase proposals for each institution as described in Attachment 4.
- Approve the implementation of two new differential tuitions and one increase in differential tuition at the University of Utah as described in Attachments 5 - 7.

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William A. Sederburg  
Commissioner of Higher Education

WS/GLS/PCM



## USHE 2010-11 Tuition Increase

## Benchmark Inflation and Tuition Increase Information

Table 1. General Inflation Indicator

## Consumer Price Index, July 1998 to December 2009

|                                             | 7/98 to<br>6/99 | 7/99 to<br>6/00 | 7/00 to<br>6/01 | 7/01 to<br>6/02 | 7/02 to<br>6/03 | 7/03 to<br>6/04 | 7/04 to<br>6/05 | 7/05 to<br>6/06 | 7/06 to 6/07 | 7/07 to 6/08 | 7/08 to<br>6/09 | 1/09 to<br>12/09 |
|---------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|-----------------|------------------|
|                                             | 163.2           | 166.7           | 172.8           | 177.5           | 180.1           | 183.9           | 189.4           | 195.4           | 203.5        | 208.3        | 220.0           | 211.1            |
|                                             | 166.2           | 172.4           | 178.0           | 179.9           | 183.7           | 189.7           | 194.5           | 202.9           | 208.4        | 218.8        | 215.7           | 215.9            |
| Academic Year Increase                      | 1.8%            | 3.4%            | 3.0%            | 1.4%            | 2.0%            | 3.2%            | 2.7%            | 3.8%            | 2.4%         | 5.0%         | -1.9%           |                  |
| Most Recent 12-months (January to December) |                 |                 |                 |                 |                 |                 |                 |                 |              |              |                 | 2.3%             |

Source: Bureau of Labor Statistics. Consumer Price Index--Urban (Not Seasonally Adjusted) June to July. February 2010 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

## Higher Education Price Index, July 1998 to June 2009

|                        | 7/98 to<br>6/99 | 7/99 to<br>6/00 | 7/00 to<br>6/01 | 7/01 to<br>6/02 | 7/02 to<br>6/03 | 7/03 to<br>6/04 | 7/04 to<br>6/05 | 7/05 to<br>6/06 | 7/06 to<br>6/07 | 7/07 to 6/08 | 7/08 to<br>6/09 |
|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------|-----------------|
|                        | 184.7           | 189.1           | 196.9           | 208.7           | 212.7           | 223.5           | 231.7           | 240.8           | 253.1           | 260.3        | 273.2           |
|                        | 189.1           | 196.9           | 208.7           | 212.7           | 223.5           | 231.7           | 240.8           | 253.1           | 260.3           | 273.2        | 279.3           |
| Academic Year Increase | 2.4%            | 4.1%            | 6.0%            | 1.9%            | 5.1%            | 3.7%            | 3.9%            | 5.1%            | 2.8%            | 5.0%         | 2.2%            |

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index. 2009 Update.

Table 3. Tuition Increase Revenue Impact

## Change in Ongoing Tax Funds Appropriations &amp; Estimated Impact of Proposed Tuition Increase on Tuition Revenue

|                                 |                     |
|---------------------------------|---------------------|
| Appropriated Tax Funds          | USHE                |
| 08-09 Ongoing Approp            | \$ 738,317,500      |
| 10-11 Ongoing Approp            | \$ 650,532,200      |
| <br>\$ Change in Ongoing Approp | <br>\$ (87,785,300) |
| % Change in Ongoing Budget      | -12%                |
| <br>Est. Revenue w/ 1% Increase | <br>\$4,402,498     |

Table 4. Tuition Increase Rate Impact

## Impact of 1% Tuition Increase on Full-time Tuition Rates

|                                                 | UU       | USU      | WSU      | SUU      | Snow    | Dixie    | USU/CEU | UVU       | SLCC    | USHE <sup>(1)</sup> |
|-------------------------------------------------|----------|----------|----------|----------|---------|----------|---------|-----------|---------|---------------------|
| <b>Resident Undergraduate</b>                   |          |          |          |          |         |          |         |           |         |                     |
| 2009-10 Full-time Rate                          | \$4,956  | \$4,043  | \$3,358  | \$3,730  | \$2,153 | \$2,640  | \$2,070 | \$3,464   | \$2,376 | \$3,199             |
| 1% Increase                                     | \$50     | \$40     | \$34     | \$37     | \$22    | \$26     | \$21    | \$35      | \$24    | \$32                |
| <b>Resident Graduate <sup>(2), (3)</sup></b>    |          |          |          |          |         |          |         |           |         |                     |
| 2009-10 Full-time Rate                          | \$4,331  | \$3,786  | \$3,391  | \$4,741  |         |          |         | \$ 3,890  |         | \$4,028             |
| 1% Increase                                     | \$43     | \$38     | \$34     | \$47     |         |          |         | \$39      |         | \$40                |
| <b>Nonresident Undergraduate</b>                |          |          |          |          |         |          |         |           |         |                     |
| 2009-10 Full-time Rate                          | \$17,346 | \$13,018 | \$10,825 | \$12,307 | \$7,848 | \$10,391 | \$4,140 | \$11,304  | \$8,316 | \$10,611            |
| 1% Increase                                     | \$173    | \$130    | \$108    | \$123    | \$78    | \$104    | \$41    | \$113     | \$83    | \$106               |
| <b>Nonresident Graduate <sup>(2), (3)</sup></b> |          |          |          |          |         |          |         |           |         |                     |
| 2009-10 Full-time Rate                          | \$15,285 | \$13,252 | \$10,932 | \$15,647 |         |          |         | \$ 12,500 |         | \$13,523            |
| 1% Increase                                     | \$153    | \$133    | \$109    | \$156    |         |          |         | \$125     |         | \$135               |

(1) Simple Average.

(2) General graduate tuition rates only, differential graduate tuition rates not included. (Weber and SUU Masters of Education Program)

(3) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

## USHE 2010-11 Tuition Increase

## Benchmark Inflation and Tuition Increase Information

Table 5. Regional Tuition Indicator

## WICHE Region Tuition &amp; Fee Increases at Public Institutions, 1998-99 to 2009-10

|                                      | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Public Four-year Institutions</b> |         |         |         |         |         |         |         |         |         |         |         |         |
| Resident Undergrad.                  | 1.3%    | 2.5%    | 3.1%    | 4.7%    | 6.3%    | 14.9%   | 10.0%   | 8.6%    | 6.6%    | 8.4%    | 6.4%    | 12.5%   |
| Resident Graduate                    | 2.9%    | 2.6%    | 4.5%    | 4.7%    | 6.5%    | 15.3%   | 12.3%   | 9.7%    | 7.1%    | 6.0%    | 8.6%    | 10.8%   |
| Nonresident Undergrad.               | 3.0%    | 2.8%    | 2.8%    | 4.6%    | 9.1%    | 8.4%    | 10.6%   | 5.0%    | 5.8%    | 3.2%    | 5.2%    | 6.7%    |
| Nonresident Graduate                 | 3.0%    | 3.6%    | 3.0%    | 4.1%    | 8.2%    | 8.6%    | 11.3%   | 4.7%    | 3.2%    | 4.4%    | 5.7%    | 4.7%    |
| <b>Public Two-year Institutions</b>  |         |         |         |         |         |         |         |         |         |         |         |         |
| Resident                             | 11.0%   | 4.4%    | -1.3%   | 7.3%    | 8.9%    | 9.6%    | 9.0%    | 8.5%    | 5.8%    | 4.1%    | 3.9%    | 6.4%    |
| Nonresident                          | 2.9%    | 2.8%    | 3.6%    | 3.5%    | 4.8%    | 7.8%    | 3.1%    | 9.0%    | 2.5%    | 0.9%    | 6.8%    | 2.1%    |

1998-99 through 2009-10 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2009-2010.

Table 6. National Tuition Indicator

## National Average Tuition Increases at Public Institutions, 2000-2001 to 2008-09

|                                   | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-2008 | 2008-2009 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|
| <b>Research Universities</b>      |         |         |         |         |         |         |         |         |           |           |
| Resident Undergrad.               | 3.5%    | 5.0%    | 6.5%    | 9.8%    | 11.2%   | 9.2%    | 8.3%    | 7.2%    | 6.1%      | 6.5%      |
| Resident Graduate                 | 4.0%    | 5.1%    | 6.0%    | 9.0%    | 11.1%   | 9.6%    | 7.8%    | 7.7%    | 6.9%      | 6.8%      |
| Nonresident Undergrad.            | 4.5%    | 4.6%    | 6.1%    | 9.3%    | 9.2%    | 7.4%    | 7.4%    | 6.1%    | 6.1%      | 5.7%      |
| Nonresident Graduate              | 4.8%    | 5.0%    | 5.9%    | 8.1%    | 8.9%    | 7.5%    | 6.9%    | 6.2%    | 6.1%      | 5.5%      |
| <b>Comprehensive Institutions</b> |         |         |         |         |         |         |         |         |           |           |
| Resident Undergrad.               | 3.6%    | 4.7%    | 6.9%    | 10.5%   | 11.6%   | 9.0%    | 7.1%    | 6.8%    | 6.1%      | 6.3%      |
| Resident Graduate                 | 4.1%    | 5.2%    | 7.6%    | 9.9%    | 12.7%   | 8.6%    | 7.6%    | 6.2%    | 6.4%      | 5.0%      |
| Nonresident Undergrad.            | 3.8%    | 4.2%    | 6.7%    | 9.0%    | 9.5%    | 7.5%    | 6.1%    | 4.3%    | 5.3%      | 5.6%      |
| Nonresident Graduate              | 4.5%    | 4.4%    | 7.1%    | 8.7%    | 9.9%    | 7.2%    | 5.8%    | 4.6%    | 5.5%      | 3.7%      |
| <b>Community Colleges</b>         |         |         |         |         |         |         |         |         |           |           |
| Resident                          | 2.9%    | 5.9%    | 4.9%    | 8.9%    | 8.9%    | 8.1%    | 6.8%    | 5.5%    | 4.2%      | 4.5%      |
| Nonresident                       | 4.7%    | 2.4%    | 4.2%    | 9.7%    | 4.9%    | 6.2%    | 4.8%    | 4.9%    | 3.6%      | 2.8%      |

1999-00 through 2008-09 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2008-09

Table 7. Tuition Increase History

## USHE Undergraduate Resident and Nonresident Tuition Increases, 1998-99 to 2009-10

|                                     | 1998-99 | 1999-00 | 2000-01 | 2001-02 <sup>(3)</sup> | 2002-03 <sup>(3)</sup> | 2003-04 <sup>(3)</sup> | 2004-05 <sup>(3)</sup> | 2005-06 <sup>(3)</sup> | 2006-07 <sup>(3)</sup> | 2007-08 <sup>(3)</sup> | 2008-09 <sup>(3)</sup> | 2009-10 <sup>(3)</sup> |
|-------------------------------------|---------|---------|---------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Resident Increases</b>           |         |         |         |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| UU                                  | 2.7%    | 3.0%    | 4.0%    | 6.8%                   | 9.6%                   | 11.5%                  | 10.0%                  | 7.9%                   | 9.5%                   | 7.5%                   | 6.0%                   | 9.5%                   |
| USU                                 | 2.7%    | 3.0%    | 4.0%    | 9.0%                   | 9.5%                   | 9.5%                   | 7.0%                   | 9.8%                   | 8.0%                   | 7.0%                   | 6.0%                   | 5.5%                   |
| WSU                                 | 2.7%    | 3.0%    | 4.0%    | 7.0%                   | 9.0%                   | 9.5%                   | 10.1%                  | 9.8%                   | 8.5%                   | 7.0%                   | 5.5%                   | 6.5%                   |
| SUU                                 | 2.7%    | 3.0%    | 5.8%    | 7.5%                   | 9.0%                   | 23.5%                  | 11.0%                  | 9.5%                   | 8.0%                   | 7.0%                   | 7.0%                   | 6.5%                   |
| Snow                                | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 9.5%                   | 9.4%                   | 9.1%                   | 9.5%                   | 9.0%                   | 5.5%                   | 4.5%                   | 9.5%                   |
| Dixie                               | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 5.0%                   | 7.3%                   | 7.6%                   | 5.1%                   | 31.1%                  | 9.0%                   | 6.5%                   | 8.1%                   |
| CEU                                 | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 8.0%                   | 8.5%                   | 7.0%                   | 7.0%                   | 8.5%                   | 4.0%                   | 4.5%                   | 9.0%                   |
| UVU                                 | 2.7%    | 3.0%    | 4.0%    | 12.5%                  | 19.5%                  | 12.5%                  | 14.5%                  | 8.8%                   | 9.0%                   | 6.7%                   | 6.3%                   | 8.7%                   |
| SLCC                                | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 9.0%                   | 8.5%                   | 8.0%                   | 7.4%                   | 4.0%                   | 6.0%                   | 5.4%                   | 4.0%                   |
| USHE Average <sup>(1)</sup>         | 2.7%    | 3.0%    | 4.2%    | 7.2%                   | 9.8%                   | 11.1%                  | 9.4%                   | 8.3%                   | 10.6%                  | 6.6%                   | 5.7%                   | 7.5%                   |
| USHE First-tier only <sup>(2)</sup> |         |         |         | 5.5%                   | 4.0%                   | 4.5%                   | 3.0%                   | 3.5%                   | 4.0%                   | 4.0%                   | 3.5%                   | 1.0%                   |
| <b>Nonresident Increases</b>        |         |         |         |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| UU                                  | 2.7%    | 3.0%    | 4.0%    | 6.8%                   | 9.6%                   | 11.5%                  | 10.0%                  | 7.9%                   | 9.5%                   | 7.5%                   | 6.0%                   | 9.5%                   |
| USU                                 | 2.7%    | 3.0%    | 4.0%    | 9.0%                   | 9.0%                   | 9.5%                   | 7.0%                   | 9.7%                   | 8.0%                   | 7.0%                   | 6.0%                   | 5.5%                   |
| WSU                                 | 2.8%    | 3.0%    | 4.0%    | 7.0%                   | 7.0%                   | 9.5%                   | 10.0%                  | 9.8%                   | 8.5%                   | 7.0%                   | 0.0%                   | 3.5%                   |
| SUU                                 | 2.7%    | 3.0%    | 5.8%    | 5.5%                   | 5.5%                   | 11.8%                  | 11.0%                  | 9.5%                   | 8.0%                   | 7.0%                   | 7.0%                   | 6.5%                   |
| Snow                                | 2.7%    | 3.1%    | 4.0%    | 5.5%                   | 5.5%                   | 4.5%                   | 3.0%                   | 9.5%                   | 4.0%                   | 5.5%                   | 4.5%                   | 0.0%                   |
| Dixie                               | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 5.5%                   | 7.5%                   | 7.8%                   | 5.1%                   | 23.6%                  | 4.0%                   | 6.5%                   | 8.1%                   |
| CEU                                 | 2.8%    | 6.3%    | 4.0%    | 5.5%                   | 5.5%                   | 8.6%                   | 7.1%                   | 7.0%                   | 8.5%                   | 4.0%                   | -50.1%                 | 9.0%                   |
| UVU                                 | 2.7%    | 3.0%    | 4.0%    | 12.5%                  | 12.5%                  | 12.5%                  | 14.5%                  | 8.8%                   | 9.0%                   | 6.7%                   | 4.3%                   | 3.2%                   |
| SLCC                                | 2.7%    | 3.0%    | 4.0%    | 5.5%                   | 5.5%                   | 8.5%                   | 8.0%                   | 7.4%                   | 4.0%                   | 6.0%                   | 5.4%                   | 4.0%                   |
| USHE Average <sup>(1)</sup>         | 2.7%    | 3.4%    | 4.2%    | 7.0%                   | 7.3%                   | 9.3%                   | 8.7%                   | 8.3%                   | 9.2%                   | 6.1%                   | -1.1%                  | 5.5%                   |
| USHE First-tier only <sup>(2)</sup> |         |         |         | 5.5%                   | 4.0%                   | 4.5%                   | 3.0%                   | 3.5%                   | 4.0%                   | 4.0%                   | 3.5%                   | 1.0%                   |

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2001-02 through 2009-10. This amount applied to all institutions. Institutional amounts include both first and second-tier increases. First-tier increases included an 0.5% set aside for need-based student financial aid in 2002-03 and 2003-04.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

## USHE 2010-11 Tuition Increase

## WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2009-10

Table 8. Resident Undergraduate Tuition and Fees Comparisons

|                  |                           | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                  |                                                 |                            |                            |                                         | Rocky Mountain State Comparisons <sup>(2)</sup> |                                  |                                  |                                                 |                            |                            |  |  |
|------------------|---------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-----------------------------------------|-------------------------------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|--|--|
|                  |                           | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees                     | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |  |  |
| USHE Institution | Comparison Group          |                                         |                             |                                  |                                  |                                                 |                            |                            |                                         |                                                 |                                  |                                  |                                                 |                            |                            |  |  |
| UofU             | Doc. - Very High Research | 20 of 21                                | 5,746                       | 9,358                            | 5,101                            | 7,612                                           | 61%                        | 75%                        | 7 of 8                                  | 5,746                                           | 7,932                            | 5,101                            | 6,415                                           | 72%                        | 90%                        |  |  |
| USU              | Doc. - High Research      | 14 of 15                                | 4,828                       | 12,244                           | 3,726                            | 5,958                                           | 39%                        | 81%                        | 8 of 9                                  | 4,828                                           | 12,244                           | 3,726                            | 5,841                                           | 39%                        | 83%                        |  |  |
| WSU              | Masters Medium Programs   | 8 of 9                                  | 4,088                       | 6,840                            | 3,589                            | 5,047                                           | 60%                        | 81%                        | 4 of 5                                  | 4,088                                           | 6,840                            | 3,589                            | 4,866                                           | 60%                        | 84%                        |  |  |
| SUU              | Masters Smaller Programs  | 4 of 5                                  | 4,269                       | 5,960                            | 3,552                            | 4,812                                           | 72%                        | 89%                        | 1 of 2                                  | 4,269                                           | 4,269                            | 3,552                            | 3,911                                           | 100%                       | 109%                       |  |  |
| Snow             | Two-Year                  | 84 of 255                               | 2,542                       | 4,752                            | 704                              | 1,849                                           | 53%                        | 137%                       | 21 of 78                                | 2,542                                           | 3,661                            | 704                              | 2,118                                           | 69%                        | 120%                       |  |  |
| DSC              | All Bacc.                 | 23 of 23                                | 3,145                       | 6,872                            | 3,145                            | 4,884                                           | 46%                        | 64%                        | 11 of 11                                | 3,145                                           | 5,972                            | 3,145                            | 4,267                                           | 53%                        | 74%                        |  |  |
| USU/CEU          | Two-Year                  | 88 of 255                               | 2,470                       | 4,752                            | 704                              | 1,849                                           | 52%                        | 134%                       | 27 of 78                                | 2,470                                           | 3,661                            | 704                              | 2,118                                           | 67%                        | 117%                       |  |  |
| UVU              | All Bacc.                 | 19 of 23                                | 4,048                       | 6,872                            | 3,145                            | 4,884                                           | 59%                        | 83%                        | 7 of 11                                 | 4,048                                           | 5,972                            | 3,145                            | 4,267                                           | 68%                        | 95%                        |  |  |
| SLCC             | Two-Year                  | 81 of 255                               | 2,790                       | 4,752                            | 704                              | 1,849                                           | 59%                        | 151%                       | 23 of 78                                | 2,790                                           | 3,661                            | 704                              | 2,118                                           | 76%                        | 132%                       |  |  |

Table 9. Resident (General) Graduate Tuition and Fees Comparisons\*

| USHE Institution | Comparison Group          | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                  |                                                 |                            |                            |                                         | Rocky Mountain State Comparisons <sup>(2)</sup> |                                  |                                  |                                                 |                            |                            |  |
|------------------|---------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-----------------------------------------|-------------------------------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|--|
|                  |                           | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees                     | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |  |
| UofU             | Doc. - Very High Research | 20 of 21                                | 5,751                       | 12,101                           | 5,597                            | 9,571                                           | 48%                        | 60%                        | 7 of 8                                  | 5,751                                           | 9,685                            | 5,597                            | 7,310                                           | 59%                        | 79%                        |  |
| USU              | Doc. - High Research      | 15 of 15                                | 5,204                       | 12,696                           | 5,204                            | 6,926                                           | 41%                        | 75%                        | 9 of 9                                  | 5,204                                           | 12,238                           | 5,204                            | 6,425                                           | 43%                        | 81%                        |  |
| WSU              | Masters Medium Programs   | 8 of 9                                  | 4,424                       | 10,221                           | 3,781                            | 6,070                                           | 43%                        | 73%                        | 4 of 5                                  | 4,424                                           | 7,971                            | 3,781                            | 5,393                                           | 56%                        | 82%                        |  |
| SUU              | Masters Smaller Programs  | 4 of 5                                  | 5,281                       | 8,206                            | 3,960                            | 6,333                                           | 64%                        | 83%                        | 2 of 2                                  | 5,281                                           | 5,281                            | 3,960                            | 4,621                                           | 100%                       | 114%                       |  |

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2009-10

Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(\*) UVU Graduate Tuition and Fees Not Included in WICHE Publication for 2009-10.

## USHE 2010-11 Tuition Increase

## WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2009-10

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons

| USHE Institution | Comparison Group          | WICHE State Comparisons <sup>(1)</sup>  |  |                             |                                  |                                  |                                                 |                            |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                             |                                  |                                  |                                                 |                            |                            |
|------------------|---------------------------|-----------------------------------------|--|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
|                  |                           | Rank <sup>(3)</sup> in Comparison Group |  | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | Rank <sup>(3)</sup> in Comparison Group         | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| UofU             | Doc. - Very High Research | 19 of 21                                |  | 18,136                      | 32,027                           | 17,254                           | 25,243                                          | 57%                        | 72%                        | 6 of 8                                          | 18,136                      | 28,186                           | 17,254                           | 20,603                                          | 64%                        | 88%                        |
| USU              | Doc. - High Research      | 13 of 15                                |  | 13,802                      | 26,404                           | 6,155                            | 16,304                                          | 52%                        | 85%                        | 8 of 9                                          | 13,802                      | 26,404                           | 11,646                           | 16,910                                          | 52%                        | 82%                        |
| WSU              | Masters Medium Programs   | 8 of 9                                  |  | 11,555                      | 19,625                           | 6,456                            | 14,090                                          | 59%                        | 82%                        | 5 of 5                                          | 11,555                      | 19,625                           | 11,555                           | 14,448                                          | 59%                        | 80%                        |
| SUU              | Masters Smaller Programs  | 3 of 5                                  |  | 12,847                      | 16,976                           | 5,389                            | 11,820                                          | 76%                        | 109%                       | 1 of 2                                          | 12,847                      | 12,847                           | 9,102                            | 10,975                                          | 100%                       | 117%                       |
| Snow             | Two-Year                  | 65 of 255                               |  | 8,238                       | 12,256                           | 1,600                            | 6,937                                           | 67%                        | 119%                       | 27 of 78                                        | 8,238                       | 12,256                           | 1,600                            | 7,018                                           | 67%                        | 117%                       |
| DSC              | All Bacc.                 | 20 of 23                                |  | 10,897                      | 18,090                           | 6,227                            | 13,304                                          | 60%                        | 82%                        | 11 of 11                                        | 10,897                      | 17,604                           | 10,897                           | 13,705                                          | 62%                        | 80%                        |
| USU/CEU          | Two-Year                  | 229 of 255                              |  | 4,540                       | 12,256                           | 1,600                            | 6,937                                           | 37%                        | 65%                        | 61 of 78                                        | 4,540                       | 12,256                           | 1,600                            | 7,018                                           | 37%                        | 65%                        |
| UVU              | All Bacc.                 | 19 of 23                                |  | 11,888                      | 18,090                           | 6,227                            | 13,304                                          | 66%                        | 89%                        | 10 of 11                                        | 11,888                      | 17,604                           | 10,897                           | 13,705                                          | 68%                        | 87%                        |
| SLCC             | Two-Year                  | 36 of 255                               |  | 8,730                       | 12,256                           | 1,600                            | 6,937                                           | 71%                        | 126%                       | 25 of 78                                        | 8,730                       | 12,256                           | 1,600                            | 7,018                                           | 71%                        | 124%                       |

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons\*

| USHE Institution | Comparison Group          | WICHE State Comparisons <sup>(1)</sup>  |  |                             |                                  |                                  |                                                 |                            |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                             |                                  |                                  |                                                 |                            |                            |
|------------------|---------------------------|-----------------------------------------|--|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
|                  |                           | Rank <sup>(3)</sup> in Comparison Group |  | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | Rank <sup>(3)</sup> in Comparison Group         | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| UofU             | Doc. - Very High Research | 19 of 21                                |  | 18,355                      | 27,137                           | 17,488                           | 23,078                                          | 68%                        | 80%                        | 7 of 8                                          | 18,355                      | 24,841                           | 17,732                           | 20,323                                          | 74%                        | 90%                        |
| USU              | Doc. - High Research      | 11 of 15                                |  | 16,310                      | 26,404                           | 9,785                            | 17,018                                          | 62%                        | 96%                        | 6 of 9                                          | 16,310                      | 26,404                           | 13,458                           | 17,839                                          | 62%                        | 91%                        |
| WSU              | Masters Medium Programs   | 8 of 9                                  |  | 12,638                      | 21,365                           | 10,221                           | 15,330                                          | 59%                        | 82%                        | 5 of 5                                          | 12,638                      | 21,365                           | 12,638                           | 15,365                                          | 59%                        | 82%                        |
| SUU              | Masters Smaller Programs  | 2 of 5                                  |  | 16,185                      | 20,567                           | 6,784                            | 13,831                                          | 79%                        | 117%                       | 1 of 2                                          | 16,185                      | 16,185                           | 9,492                            | 12,839                                          | 100%                       | 126%                       |

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2009-10

**Notes:**

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(\*) UVU Graduate Tuition and Fees Not Included in WICHE Publication for 2009-10.

## USHE 2009-10 Tuition Increase

Figure 1. Resident Undergraduate Regional Tuition &amp; Fee Comparisons, 2009-10

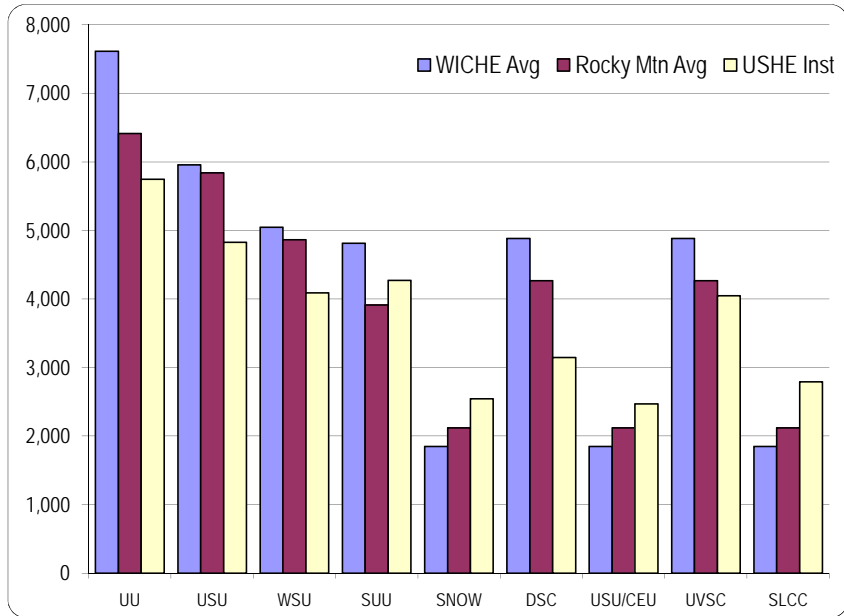


Figure 3. Nonresident Undergraduate Regional Tuition &amp; Fee Comparisons, 2009-10

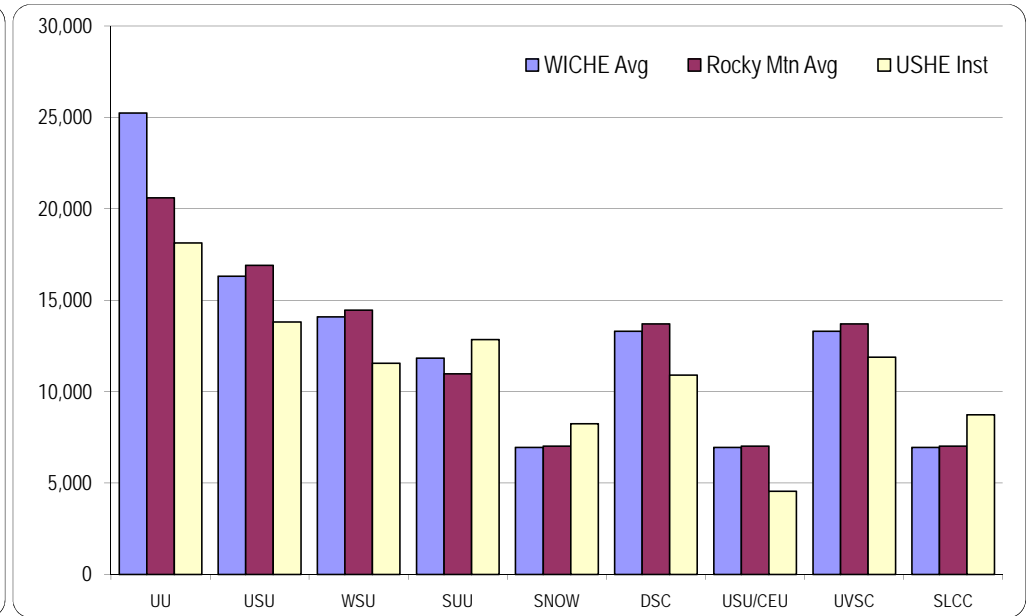


Figure 2. Resident Graduate Regional Tuition &amp; Fee Comparisons, 2009-10

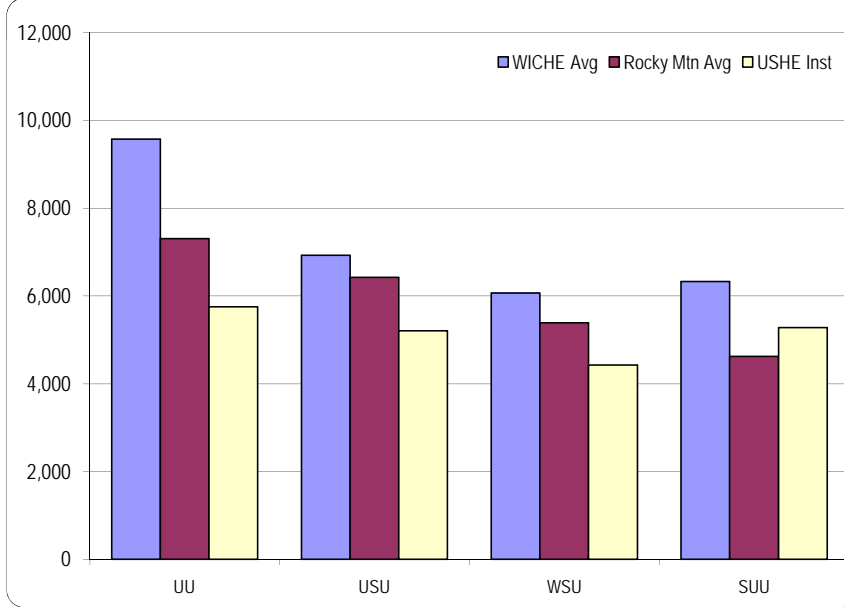
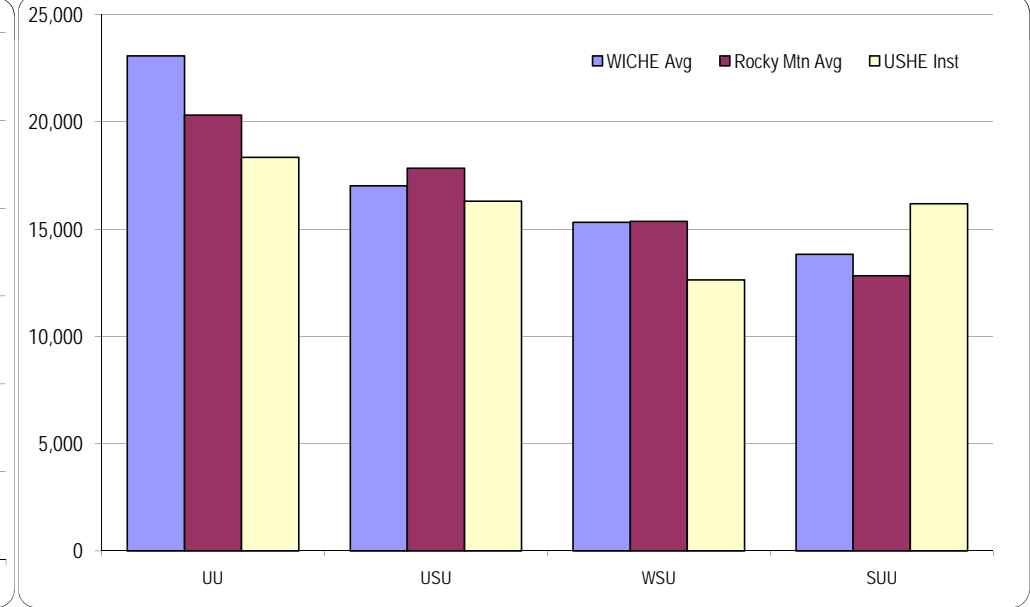


Figure 4. Nonresident Graduate Regional Tuition &amp; Fee Comparisons, 2009-10



## WICHE & Rocky Mountain Charts

### Resident Undergraduate

|         | WICHE Avg | Rocky Mtn Avg | USHE Inst |
|---------|-----------|---------------|-----------|
| UU      | 7612      | 6415          | 5746      |
| USU     | 5958      | 5841          | 4828      |
| WSU     | 5047      | 4866          | 4088      |
| SUU     | 4812      | 3911          | 4269      |
| SNOW    | 1849      | 2118          | 2542      |
| DSC     | 4884      | 4267          | 3145      |
| USU/CEU | 1849      | 2118          | 2470      |
| UVSC    | 4884      | 4267          | 4048      |
| SLCC    | 1849      | 2118          | 2790      |

### Resident Graduate

|     | WICHE Avg | Rocky Mtn Avg | USHE Inst |
|-----|-----------|---------------|-----------|
| UU  | 9571      | 7310          | 5751      |
| USU | 6926      | 6425          | 5204      |
| WSU | 6070      | 5393          | 4424      |
| SUU | 6333      | 4621          | 5281      |

### Non Resident Undergraduate

|         | WICHE Avg |
|---------|-----------|
| UU      | 25243     |
| USU     | 16304     |
| WSU     | 14090     |
| SUU     | 11820     |
| SNOW    | 6937      |
| DSC     | 13304     |
| USU/CEU | 6937      |
| UVSC    | 13304     |
| SLCC    | 6937      |

### Non Resident Graduate

|     | WICHE Avg |
|-----|-----------|
| UU  | 23078     |
| USU | 17018     |
| WSU | 15330     |
| SUU | 13831     |

uate

| Rocky Mtn Avg | USHE Inst |
|---------------|-----------|
| 20603         | 18136     |
| 16910         | 13802     |
| 14448         | 11555     |
| 10975         | 12847     |
| 7018          | 8238      |
| 13705         | 10897     |
| 7018          | 4540      |
| 13705         | 11888     |
| 7018          | 8730      |

| Rocky Mtn Avg | USHE Inst |
|---------------|-----------|
| 20323         | 18355     |
| 17839         | 16310     |
| 15365         | 12638     |
| 12839         | 16185     |

## 2010-11 Second-tier Tuition Proposals

| School | Type of Student <sup>(1)</sup>                  | 2009-10<br>Annual<br>Tuition <sup>(2)</sup> | 2nd-tier increase |        | Total Increase |        | 2010-11 (est.)<br>Annual<br>Tuition |
|--------|-------------------------------------------------|---------------------------------------------|-------------------|--------|----------------|--------|-------------------------------------|
|        |                                                 |                                             | \$ per<br>year    | %      | \$ per<br>year | %      |                                     |
| (a)    | (b)                                             | (c)                                         | (d)               | (e)    | (f)            | (g)    | (h)                                 |
| U of U | 1. Resident - UG (Lower Division)               | \$4,956                                     | \$396             | 8.0%   | \$471          | 9.5%   | \$5,427                             |
|        | 2. Non-Resident - UG (Lower Division)           | \$17,346                                    | \$1,388           | 8.0%   | \$1,648        | 9.5%   | \$18,994                            |
|        | 3. Resident Graduate (Base Rate)                | \$4,331                                     | \$346             | 8.0%   | \$411          | 9.5%   | \$4,742                             |
|        | 4. Non-Resident Graduate (Base Rate)            | \$15,285                                    | \$1,223           | 8.0%   | \$1,452        | 9.5%   | \$16,737                            |
|        | 5. Resident - UG (Upper Division)               | \$5,014                                     | \$401             | 8.0%   | \$476          | 9.5%   | \$5,490                             |
|        | 6. Non-Resident - UG (Upper Division)           | \$17,562                                    | \$1,405           | 8.0%   | \$1,668        | 9.5%   | \$19,230                            |
| USU    | 1. Resident - UG                                | \$4,043                                     | \$243             | 6.0%   | \$303          | 7.5%   | \$4,346                             |
|        | 2. Non-Resident - UG                            | \$13,018                                    | \$781             | 6.0%   | \$975          | 7.5%   | \$13,993                            |
|        | 3. All Graduate Resident Students               | \$3,786                                     | \$227             | 6.0%   | \$284          | 7.5%   | \$4,070                             |
|        | 4. All Graduate Nonresident Students            | \$13,253                                    | \$795             | 6.0%   | \$994          | 7.5%   | \$14,247                            |
| WSU    | 1. Resident -UG                                 | \$3,358                                     | \$151             | 4.5%   | \$201          | 6.0%   | \$3,559                             |
|        | 2. Non-Resident - UG                            | \$10,825                                    | \$162             | 1.5%   | \$325          | 3.0%   | \$11,150                            |
|        | 3. Resident Graduate (MED)                      | \$3,391                                     | \$153             | 4.5%   | \$203          | 6.0%   | \$3,594                             |
|        | 4. Non-Resident Graduate (MED)                  | \$10,931                                    | \$164             | 1.5%   | \$328          | 3.0%   | \$11,259                            |
|        | 5. Resident Graduate (MCJ)                      | \$4,384                                     | \$197             | 4.5%   | \$263          | 6.0%   | \$4,647                             |
|        | 6. Non-Resident Graduate (MCJ)                  | \$11,924                                    | \$215             | 1.8%   | \$388          | 3.3%   | \$12,312                            |
|        | 7. Resident Graduate (MPA, MBA, MHA)            | \$5,831                                     | \$717             | 12.3%  | \$803          | 13.8%  | \$6,634                             |
|        | 8. Non-Resident Graduate (MPA, MBA, MHA)        | \$13,371                                    | \$722             | 5.4%   | \$928          | 6.9%   | \$14,299                            |
|        | 9. Resident Graduate (MEN, MSN, MAT, ETM, MRS)  | \$5,235                                     | \$236             | 4.5%   | \$314          | 6.0%   | \$5,549                             |
|        | 10. Non-Resident Grad (MEN, MSN, MAT, ETM, MRS) | \$12,776                                    | \$243             | 1.9%   | \$437          | 3.4%   | \$13,213                            |
| SUU    | 1. Resident -UG                                 | \$3,730                                     | \$410             | 11.0%  | \$466          | 12.5%  | \$4,196                             |
|        | 2. Non-Resident - UG                            | \$12,307                                    | \$1,354           | 11.0%  | \$1,539        | 12.5%  | \$13,846                            |
|        | 3. Resident Graduate (MED)                      | \$4,741                                     | (\$545)           | -11.5% | (\$473)        | -10.0% | \$4,268                             |
|        | 4. Non-Resident Graduate (MED)                  | \$15,647                                    | (\$1,799)         | -11.5% | (\$1,565)      | -10.0% | \$14,082                            |
|        | 5. Resident Graduate (MACC, MBA, MPA, MFAA)     | \$4,982                                     | \$548             | 11.0%  | \$620          | 12.5%  | \$5,602                             |
|        | 6. Non-Resident Graduate (MACC, MBA, MPA, MFAA) | \$16,441                                    | \$1,809           | 11.0%  | \$2,051        | 12.5%  | \$18,492                            |
|        | 7. Resident Graduate (MCOM, MSSCP)              | \$4,982                                     | (\$199)           | -4.0%  | (\$126)        | -2.5%  | \$4,856                             |
|        | 8. Non-Resident Graduate (MCOM, MSSCP)          | \$16,441                                    | (\$658)           | -4.0%  | (\$413)        | -2.5%  | \$16,028                            |



## 2010-11 Second-tier Tuition Proposals

| School  | Type of Student <sup>(1)</sup>                   | 2009-10<br>Annual<br>Tuition <sup>(2)</sup> | 2nd-tier increase |        | Total Increase |        | 2010-11 (est.)<br>Annual<br>Tuition |
|---------|--------------------------------------------------|---------------------------------------------|-------------------|--------|----------------|--------|-------------------------------------|
|         |                                                  |                                             | \$ per<br>year    | %      | \$ per<br>year | %      |                                     |
| (a)     | (b)                                              | (c)                                         | (d)               | (e)    | (f)            | (g)    | (h)                                 |
| Snow    | 1. Resident - UG                                 | \$2,152                                     | \$172             | 8.0%   | \$204          | 9.5%   | \$2,356                             |
|         | 2. Non-Resident - UG                             | \$7,848                                     | \$628             | 8.0%   | \$746          | 9.5%   | \$8,594                             |
| DSC     | 1. Resident - UG                                 | \$2,640                                     | \$261             | 9.9%   | \$300          | 11.4%  | \$2,940                             |
|         | 2. Non-Resident - UG                             | \$10,391                                    | \$1,029           | 9.9%   | \$1,177        | 11.4%  | \$11,568                            |
| USU/CEU | 1. Resident - UG                                 | \$2,070                                     | \$166             | 8.0%   | \$201          | 9.5%   | \$2,270                             |
|         | 2. Non-Resident - UG                             | \$4,140                                     | \$331             | 8.0%   | \$402          | 9.5%   | \$4,540                             |
| UVU     | 1. Resident - UG                                 | \$3,464                                     | \$156             | 4.5%   | \$208          | 6.0%   | \$3,672                             |
|         | 2. Non-Resident - UG                             | \$11,304                                    | \$158             | 1.4%   | \$326          | 2.9%   | \$11,630                            |
|         | 3. All Graduate Resident (MED)                   | \$3,890                                     | \$175             | 4.5%   | \$230          | 6.0%   | \$4,120                             |
|         | 4. All Graduate Non-Resident (MED)               | \$12,500                                    | \$175             | 1.4%   | \$360          | 2.9%   | \$12,860                            |
|         | 5. All Graduate Resident (MSN)                   | \$6,500                                     | \$0               | 0.0%   | \$100          | 1.5%   | \$6,600                             |
|         | 6. All Graduate Non-Resident (MSN)               | \$20,880                                    | (\$4,406)         | -21.1% | (\$4,080)      | -19.6% | \$16,800                            |
|         | 7. All Graduate Resident (MBA - New Program)     |                                             | \$0               | 0.0%   | \$0            | 0.0%   | \$7,200                             |
|         | 8. All Graduate Non-Resident (MBA - New Program) |                                             | \$0               | 0.0%   | \$0            | 0.0%   | \$15,840                            |
| SLCC    | 1. Resident - UG                                 | \$2,376                                     | \$106             | 4.5%   | \$144          | 6.0%   | \$2,520                             |
|         | 2. Non-Resident - UG                             | \$8,316                                     | \$374             | 4.5%   | \$444          | 6.0%   | \$8,760                             |

## Notes:

(1) Amounts refer to undergraduate resident students unless otherwise specified.

(2) Annual tuition amounts 15 credit hours for two semesters for undergraduate, and 10 credit hours for two semesters for graduate.

| School | 2nd-tier Revenue    |                                                                               |
|--------|---------------------|-------------------------------------------------------------------------------|
|        | \$                  | Use of Revenue                                                                |
| (a)    | (i)                 | (j)                                                                           |
| U of U | 1. \$5,400,000      | Reduce Cuts to Academic Departments                                           |
|        | 2. \$1,800,000      | Maintain Student Credit Hour Funding                                          |
|        | 3. \$400,000        | Faculty Retention                                                             |
|        | 4. \$920,000        | Maintain Libraries and other Academic Support                                 |
|        | 5. \$600,000        | Maintain Student Services                                                     |
|        | 6. \$600,000        | Information Technology Infrastructure                                         |
|        | 7. \$800,000        | Reduce Cuts to Administrative Services                                        |
|        | 8. \$900,000        | Maintain Infrastructure (Pipes & Electrical Transmission)                     |
|        | 9. \$1,000,000      | Mitigate Med School Cuts                                                      |
|        | <b>\$12,420,000</b> | <b>TOTAL</b>                                                                  |
| USU    | 1. \$3,250,000      | Budget reduction                                                              |
|        | 2. \$100,000        | Women's Center                                                                |
|        | 3. \$102,700        | Student Initiatives                                                           |
|        | 4. \$250,000        | Operating Budgets                                                             |
|        | 5. \$285,000        | Library - Electronic Journals                                                 |
|        | 6. \$375,000        | Promotion & Tenure Increases                                                  |
|        | 7. \$50,000         | Globalization Initiative                                                      |
|        | <b>\$4,412,700</b>  | <b>TOTAL</b>                                                                  |
| WSU    | 1. \$830,000        | Backfill Division Cuts                                                        |
|        | 2. \$150,000        | Student Support                                                               |
|        | 3. \$860,000        | High Demand Courses                                                           |
|        | 4. \$320,000        | Computing Enhancements                                                        |
|        | <b>\$2,160,000</b>  | <b>TOTAL</b>                                                                  |
| SUU    | 1. \$ 1,050,000     | Retention and Equity Compensation                                             |
|        | 2. \$ 385,000       | Student Services and Institutional Support Priorities                         |
|        | 3. \$ 375,000       | Academic Quality Initiatives                                                  |
|        | 4. \$ 355,000       | New Full-Time Faculty Positions                                               |
|        | 5. \$ 250,000       | Student Hourly Wages                                                          |
|        | 6. \$ 200,000       | Enrollment Management/University Relations (Support for Academic Initiatives) |
|        | 7. \$ 135,000       | Experiential Education and Honors Programs                                    |
|        | <b>\$ 2,750,000</b> | <b>TOTAL</b>                                                                  |

| School<br>(a) | 2nd-tier Revenue |                                                                                                                         |
|---------------|------------------|-------------------------------------------------------------------------------------------------------------------------|
|               | \$<br>(i)        | Use of Revenue<br>(j)                                                                                                   |
| Snow          | 1. \$500,000     | Enrollment Growth - Hiring Faculty & Upgrades to Computer Labs                                                          |
|               | 2. _____         |                                                                                                                         |
|               | \$500,000        | TOTAL                                                                                                                   |
| DSC           | 1. \$500,000     | New Faculty                                                                                                             |
|               | 2. \$560,000     | Adjunct Faculty                                                                                                         |
|               | 3. \$100,000     | Medical and Retirement                                                                                                  |
|               | \$1,160,000      | TOTAL                                                                                                                   |
| USU/CEU       | 1. \$174,800     | Insurance Increases and Retention of Faculty/Staff                                                                      |
|               | \$174,800        | TOTAL                                                                                                                   |
| UVU           | 1. \$1,000,000   | Student Success Initiatives                                                                                             |
|               | 2. \$1,266,700   | Operational Initiatives                                                                                                 |
|               | \$2,266,700      | TOTAL                                                                                                                   |
| SLCC          | 1. \$1,597,500   | Core Student Support (advising, tutoring, etc.), Additional Course Sections,<br>Enhanced IT Security, Staffing at Sites |
|               | \$1,597,500      | TOTAL                                                                                                                   |

February 17, 2010

Greg Stauffer  
Associate Commissioner of Finance and Facilities  
USHE

Dear Greg,

The University of Utah requests Regent approval of new differential tuitions for graduate programs in Educational Psychology and Biomedical Informatics, and an increase in the current differential tuition for the graduate program in Genetic Counseling. Please include these requests on the agenda for the April Regents meeting. Documentation in support of these requests is attached. The University's Board of Trustees approved these requests, for submittal to the Regents, on February 9, 2010.

When an academic program requests a differential, or program-based, tuition, or an increase in such tuition, it is the University's policy to require that a written proposal be submitted containing the following elements: 1) request specifics (dollar amount, when the tuition would start, which students would be impacted), 2) a rationale for the request (what is the need, how much revenue is contemplated, what would the revenue be used for); 3) an indication of student demand for the program and documentation of the program's competitive position, as measured by tuition, when compared to similar programs at other institutions; and 4) evidence that students in the program have been consulted and are generally supportive of the proposal. You will find these elements included in each of the attached proposals.

Thank you for attending to this matter.

Sincerely,

Paul Brinkman  
Associate VP for Budget and Planning  
University of Utah

**University of Utah**  
**Request for Differential Tuition for the Graduate and Certificate Programs in the Biomedical Informatics Department**

The University of Utah continues to examine tuition levels for its various graduate programs. In prior years, differential tuition rates have been imposed in a number of health science areas, nursing, law, business, architecture, and teacher education. For the academic year 2010-11, the University proposes to increase tuition differentially in an additional area, the Graduate and Certificate Programs in the School of Medicine's Department of Biomedical Informatics.

**Proposal**

A differential tuition of \$130 per credit hour as well as a differential tuition zero hour charge of \$1,500 is proposed for all new students admitted for the 2010-2011 academic year and thereafter. The proposed differential tuition would apply to all new Master-level and Doctoral-level students as well as new students enrolled in the Certificate Program courses. Students currently enrolled in the Biomedical Informatics programs would be exempt. Differential tuition would be \$2,670 per semester for a full-time student with a load of 9 credit hours. With the proposed differential included, total tuition and fees per semester would be \$5,022. Based on the assumption that we would continue to enroll 15 degree seeking students and 15 certificate students per year a total of 120 students would be impacted by the differential tuition over the next four-year period. That level of enrollment would generate approximately \$647,160 of revenue during this period for the Program depending on the ratio of full-time to part-time students.

**Rationale**

Internal and external reviews of the Program have consistently noted that additional financial resources are needed for the Program's long-term viability. The Biomedical Informatics department is experiencing diminished resources due to continued budget cuts. The department is faced with significant costs for the development and maintenance of distance learning opportunities for the curriculum. Increasing such opportunities is critical for the department to remain competitive with other programs. The current cost to run the graduate and certificate programs is approximately \$676,255 per year. This represents 90% of our current budget which is supposed to support our infrastructure, research programs and service activities, as well as teaching. These figures do not include the costs for providing additional funds for six teaching assistants and a program director to administer the distance learning component for which there is considerable demand. For example, Northwestern, a very expensive program, currently has 300 students enrolled in their masters program delivered in distance learning mode.

Uses for the revenue from the proposed tuition increase include:

- Develop and maintain a distance learning component which is critical to gain a competitive edge in our graduate and certificate programs and provide better outreach efforts. This requires ongoing technical support.
- Expand the technological foundation needed to strengthen and expand state of the art distance learning opportunities for graduate and certificate students.
- Provide ongoing programmatic support for the students in the graduate and certificate programs.
- Provide funding for six (6) Teacher Assistants.
- Provide funding for a Program Director to administer oversight for the online content and delivery of the graduate and certificate studies. Program Director will also oversee the recruitment efforts of the graduate and certificate students.

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

The University of Utah Biomedical Informatics Department currently has the lowest tuition and fees among competing programs--by a wide margin (see Table 1). With the addition of the proposed differential tuition and likely increases in the University's regular tuition, total tuition and fees for the Program will be more in line with the current national average and the current charges for neighboring programs in Oregon and Colorado.

The Chronicle of Higher Education has identified Health Informatics as one of the five fastest growing college programs in the country. There is a national push from the Obama administration to computerize every American's medical records by 2014, underwritten by pledging \$19-billion as part of the ARRA initiative. The Department of Biomedical Informatics and the Nursing Informatics Program submitted a joint grant proposal in an effort to grow the informatics programs in this direction. The Department is looking for sources of funding to sustain this program beyond the initial ramp-up stage of the ARRA initiative, should that grant get funded.

Student demand for training in the biomedical informatics field is strong. The field of biomedical informatics is at the forefront in the investment to modernize health information technology. Careers in biomedical informatics are some of the fastest-growing careers in the health care segments and the salaries for professionals in biomedical informatics with an advanced degree are attractive. The University of Utah, Department of Biomedical Informatics is recognized as one of the most prestigious training programs in the world. Our program must remain competitive with the newest technology and teaching methods to maintain this reputation and attract students.

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

The proposed differential tuition has been discussed and endorsed by the students in the Biomedical Informatics Department (see attached letter of support). The department will continue its efforts to provide student financial support.

**Table 1. Biomedical Informatics Programs  
2009-10 Tuition and Fees for Full-Time Students**

| <b>Institution</b>                                | <b>Resident<br/>per Semester*</b> |
|---------------------------------------------------|-----------------------------------|
| Columbia University Health Sciences               | \$18,523                          |
| Rice University/University of Texas               | 16,023                            |
| Vanderbilt University                             | 14,516                            |
| Harvard University                                | 10,625                            |
| Stanford University                               | 8,100                             |
| University of Pittsburgh                          | 7,188                             |
| University of Virginia Charlottesville            | 6,324                             |
| Oregon Health & Science University (on<br>campus) | 6,172                             |
| University of Wisconsin Madison                   | 5,259                             |
| University of Colorado Denver/HSC Aurora          | 4,658                             |
| Arizona State University                          | 3,988                             |
| University of California Davis                    | 3,877                             |
| University of Washington                          | 3,575                             |
| University of California Los Angeles              | 3,552                             |
| <b><i>University of Utah</i></b>                  | <b><i>\$2,352</i></b>             |

\*Nine credits; includes mandatory fees.

### **Programs Offered Via Distance Learning**

| <b>Institution</b>                             |         |
|------------------------------------------------|---------|
| Northwestern University** (based on 3 courses) | \$9,492 |
| University of Missouri (\$600/credit hour)     | 5,400   |
| Oregon Health & Science University             | 5,090   |
| University of Alabama at Birmingham            | \$3,127 |

\*\*Northwestern charges \$3,164 per course; 13 courses required for MS.

Student Advisory Committee  
Department of Biomedical Informatics  
Health Science and Education Building  
26 South 2000 East – Suite 5700  
Salt Lake City, UT 84112-5750

January 29, 2010

Paul T. Brinkman  
Associate VP for Budget & Planning  
John R Park Bldg, Room 205  
201 South President's Circle  
Salt Lake City, UT 84112

Dear Mr. Brinkman,

The Student Advisory Committee (SAC) supports the Biomedical Informatics Department's request to institute a differential tuition for Graduate and Certificate Programs, understanding the financial issues the Department faces. The SAC believes that students are attracted to the academic programs in the Department primarily because of its world-class reputation and the recognized accomplishments of previous graduates from this Department. Also, the quality of research opportunities is attractive to potential new students. We support the differential tuition, in order to maintain and improve the academic quality of the Department.

Although the differential tuition will benefit the Department, we have concerns for the financial burden caused by the increase in tuition potentially deterring talented students. In particular, international and non-resident students have to bear a large tuition expense already. Our program currently attracts many promising international students. We want to continue recruiting the brightest international and national students.

As the Department gains additional funds from the differential tuition, we encourage the application of funds to ensure the academic success of our students.

Sincerely,

Susan Rea Welch, Chairperson  
Yuling Jiang  
Sharanya Raghunath  
Deepthi Rajeev  
Anthony Wong



**University of Utah**  
**Request for Differential Tuition for the Counseling and School Psychology**  
**Professional Graduate Programs in the Department of Educational Psychology**

The University of Utah continues to examine tuition levels for its various degree programs, particularly those at the graduate level. In prior years, differential tuition rates have been imposed for 21 graduate degree programs. For 2010-11, the University proposes to increase tuition in one additional area, graduate programs in Educational Psychology, beginning with students entering the program in fall 2010.

**Proposal**

A differential tuition of \$50 per credit hour is proposed for students in the five graduate professional degree programs currently offered in the Department of Educational Psychology (MEd School Counseling, MEd Professional Counseling, Med/MS School Psychology, Ph.D. Counseling Psychology, and Ph.D. School Psychology) when taking graduate courses in the Department of Educational Psychology (course prefix EDPS). At this level, differential tuition would total \$600 per semester for a full-time student (12 credit hours) and would bring the total tuition for graduate students in these programs to \$3,092 per semester (12 credits, based on the current in-state graduate tuition). When fully implemented, the differential would impact approximately 120 students and generate approximately \$144,000 per year in revenue for the Department.

**Rationale**

Professional graduate training in applied psychology and counseling involves demands unlike those in more traditional academic disciplines (e.g., English, history, science). Master's and doctoral training in counseling and psychology requires faculty members to supervise students' clinical training and development (individually or in dyads), and to develop and maintain quality external practicum and internship training sites both on and off campus (e.g., mental health agencies and schools). Additional demands involve the placement of students in these sites and regular site visits to assure that the sites are providing the highest quality training. These responsibilities are in addition to typical faculty duties such as teaching, mentoring, advising, research, and serving on departmental, college, and universities committees. Moreover, the two PhD programs (School Psychology and Counseling Psychology) are scientist-practitioner programs and involve research mentoring and chairing and serving on doctoral dissertation committees. Recent budget cuts have resulted in the loss of three FTE from the Counseling and School Psychology programs (a loss of 25% of core tenure-track faculty). The current faculty numbers are insufficient to maintain these programs at their current level of quality and productivity. Funds generated by the tuition differential would provide the Department with options for supporting and enhancing these programs including the hiring of additional faculty.

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

A study was undertaken to determine full-time in-state graduate tuition rates at institutions offering competing PhD programs in Counseling Psychology and School Psychology (APA-accredited training programs). A total of 114 programs were identified. Analysis of the 2007 tuition rates (the most recent available through the Integrated Postsecondary Educational Database\*) revealed that the University of Utah has the least costly APA-accredited School Psychology training program in the country. The APA-accredited Counseling Psychology Program is the second least costly (behind Texas Woman's University). For a complete list of schools and their respective tuition charges see Table 1. Even with the proposed differential imposed, the University of Utah's programs will be among the ten least costly institutions to attend for these degrees and will remain in a strong competitive position. Finally, it should be noted that the proposed tuition differential falls at the low end of current differential tuitions at the University, which range from \$50 to \$300 per credit hour.

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

Faculty members have discussed this proposal with student representatives from all of the programs impacted by this proposal. The consensus of students was that the proposal is reasonable given the circumstances, and that the professional training programs would remain competitive and continue to attract students because of their national reputation and history of providing graduate assistantship support.

\*Data presented are based on 2007 tuition schedules. A manual analysis was conducted on 2008 tuition rates for schools in ordinal positions near the University of Utah. Results of these analyses revealed no absolute change in the ordinal position of the University of Utah relative to its competition (e.g., all schools appear to be experiencing tuition increases at approximately the same rate).

# Table I. Tuition and Fees, Graduate Programs in Educational Psychology

## APA Approved Counseling Psychology Programs

| Institution                                 | Total Cost<br>(Tuition +<br>Mandatory<br>Fees) |
|---------------------------------------------|------------------------------------------------|
| University of Notre Dame                    | 35,100.00                                      |
| University of Denver                        | 31,692.00                                      |
| New York University                         | 29,359.00                                      |
| Teachers College at Columbia University     | 25,400.00                                      |
| University of Miami                         | 24,534.00                                      |
| Fordham University                          | 21,403.00                                      |
| Boston College                              | 19,776.00                                      |
| Lehigh University                           | 18,120.00                                      |
| Howard University                           | 16,980.00                                      |
| Seton Hall University                       | 15,478.00                                      |
| Pennsylvania State University-Main Campus   | 14,508.00                                      |
| Loyola University Chicago                   | 13,010.00                                      |
| Our Lady of the Lake University-San Antonio | 11,804.00                                      |
| University of Oregon                        | 11,577.00                                      |
| University of Minnesota-Twin Cities         | 11,388.00                                      |
| University of Illinois at Urbana-Champaign  | 11,216.00                                      |
| University of Wisconsin-Madison             | 9,638.00                                       |
| University of Wisconsin-Milwaukee           | 9,249.00                                       |
| Southern Illinois University Carbondale     | 9,145.00                                       |
| Western Michigan University                 | 8,964.00                                       |
| Virginia Commonwealth University            | 8,904.00                                       |
| University of Maryland-College Park         | 8,766.00                                       |
| Washington State University                 | 8,076.00                                       |
| SUNY at Albany                              | 8,039.00                                       |
| University of Missouri-Columbia             | 7,803.00                                       |
| University of Kentucky                      | 7,670.00                                       |
| University of Louisville                    | 7,528.00                                       |
| University of Florida                       | 7,478.00                                       |
| Purdue University-Main Campus               | 7,416.00                                       |
| Indiana State University                    | 7,406.00                                       |
| Texas A & M University                      | 7,256.00                                       |
| Indiana University-Bloomington              | 7,207.00                                       |
| University of Iowa                          | 7,158.00                                       |
| The University of Texas at Austin           | 7,047.00                                       |
| Iowa State University                       | 7,005.00                                       |
| University of Memphis                       | 6,990.00                                       |
| University of Akron Main Campus             | 6,970.00                                       |
| University of Houston                       | 6,900.00                                       |
| The University of Tennessee                 | 6,720.00                                       |
| University of Kansas                        | 6,531.00                                       |
| University of North Dakota                  | 6,510.00                                       |
| University of Nebraska-Lincoln              | 6,450.00                                       |
| Arizona State University                    | 6,377.00                                       |
| Tennessee State University                  | 6,274.00                                       |
| Colorado State University                   | 6,266.00                                       |
| University of Georgia                       | 6,170.00                                       |
| Ball State University                       | 5,964.00                                       |
| University of Missouri-Kansas City          | 5,779.00                                       |
| Auburn University Main Campus               | 5,754.00                                       |
| University of Oklahoma Norman Campus        | 5,376.00                                       |
| Texas Tech University                       | 5,311.00                                       |
| West Virginia University                    | 5,196.00                                       |
| University of New Mexico-Main Campus        | 5,024.00                                       |
| Oklahoma State University-Main Campus       | 4,993.00                                       |
| University of Southern Mississippi          | 4,914.00                                       |
| Brigham Young University                    | 4,860.00                                       |
| New Mexico State University-Main Campus     | 4,780.00                                       |
| University of North Texas                   | 4,776.00                                       |
| University of Northern Colorado             | 4,705.00                                       |
| Louisiana Tech University                   | 4,527.00                                       |
| University of Utah                          | 4,390.00                                       |
| Texas Woman's University                    | 4,279.00                                       |

## APA Approved School Psychology Programs

|                                                                  | Total Cost<br>(Tuition +<br>Mandatory<br>Fees) |
|------------------------------------------------------------------|------------------------------------------------|
| Tulane University of Louisiana                                   | 36,670.00                                      |
| Alfred University                                                | 31,634.00                                      |
| Syracuse University                                              | 31,340.00                                      |
| New York University                                              | 29,359.00                                      |
| Teachers College at Columbia University                          | 25,400.00                                      |
| Fordham University                                               | 21,403.00                                      |
| Lehigh University                                                | 18,120.00                                      |
| Duquesne University                                              | 15,264.00                                      |
| Hofstra University                                               | 15,190.00                                      |
| Pennsylvania State University-Main Campus                        | 14,508.00                                      |
| Rutgers University-Newark                                        | 13,773.00                                      |
| Temple University                                                | 13,534.00                                      |
| University of Oregon                                             | 11,577.00                                      |
| University of Minnesota-Twin Cities                              | 11,388.00                                      |
| Michigan State University                                        | 10,330.00                                      |
| University of Massachusetts Amherst                              | 10,095.00                                      |
| University of Connecticut                                        | 10,052.00                                      |
| University of California-Riverside                               | 9,747.00                                       |
| University of Wisconsin-Madison                                  | 9,638.00                                       |
| University of California-Berkeley                                | 9,579.00                                       |
| University of Washington-Seattle Campus                          | 9,417.00                                       |
| Central Michigan University                                      | 9,312.00                                       |
| University of South Carolina-Columbia                            | 9,288.00                                       |
| University of Wisconsin-Milwaukee                                | 9,249.00                                       |
| Kent State University Kent Campus                                | 8,968.00                                       |
| University of Maryland-College Park                              | 8,766.00                                       |
| University of Rhode Island                                       | 8,444.00                                       |
| SUNY at Albany                                                   | 8,039.00                                       |
| University of Kentucky                                           | 7,670.00                                       |
| University of Florida                                            | 7,478.00                                       |
| Indiana State University                                         | 7,406.00                                       |
| Texas A & M University                                           | 7,256.00                                       |
| Indiana University-Bloomington                                   | 7,207.00                                       |
| University of Iowa                                               | 7,158.00                                       |
| The University of Texas at Austin                                | 7,047.00                                       |
| The University of Tennessee                                      | 6,720.00                                       |
| University of South Florida                                      | 6,677.00                                       |
| University of Kansas                                             | 6,531.00                                       |
| University of Nebraska-Lincoln                                   | 6,450.00                                       |
| Arizona State University                                         | 6,377.00                                       |
| Illinois State University                                        | 6,344.00                                       |
| Georgia State University                                         | 6,286.00                                       |
| University of North Carolina at Chapel Hill                      | 6,236.00                                       |
| University of Georgia                                            | 6,170.00                                       |
| Ball State University                                            | 5,964.00                                       |
| University of Arizona                                            | 5,768.00                                       |
| North Carolina State University at Raleigh                       | 5,636.00                                       |
| Oklahoma State University-Main Campus                            | 4,993.00                                       |
| Mississippi State University                                     | 4,978.00                                       |
| University of Southern Mississippi                               | 4,914.00                                       |
| University of Northern Colorado                                  | 4,705.00                                       |
| Louisiana State University and Agricultural & Mechanical College | 4,522.00                                       |
| University of Central Arkansas                                   | 4,506.00                                       |
| University of Utah                                               | 4,390.00                                       |

January 25<sup>th</sup>, 2010  
Paul Brinkman, Ph.D.  
Associate Vice President for Budget and Planning  
University of Utah  
201 Presidents Cir  
Salt Lake City, UT 84112

Dear Dr. Brinkman,

I am writing this as the Student Advisory Committee (SAC) Chair in the Department of Educational Psychology at the University of Utah to support the department's proposal to implement differential tuition for its professional training programs (including School Psychology, School Counseling, Professional Counseling, and Counseling Psychology). Student representatives in each of these programs were consulted during the development of this proposal and the faculty met with SAC members in the Fall of 2009 to discuss its final form. The educational needs of our professional training programs are clearly different from those of more traditional graduate programs. The differential tuition proposed by our department will help to support those needs and to enhance the quality and diversity of our classroom, research, and clinical training experiences.

The proposed differential rate of \$50.00/credit hour will clearly be felt by students but, we believe, will not adversely impact the quality or number of student applicants. In fact, as the data suggest, this fee will not appreciably change the relative "value" of the University of Utah when compared to other institutions offering similar programs.

In summary, our faculty has explained the need and potential uses of differential tuition revenue and has our support in submitting this proposal. As a student myself and a representative of the larger student group I am concerned about adding costs but feel that this proposal is reasonable and can serve in many ways to enhance the quality of our programs.

Sincerely,

Julia Ann Kelly Hood  
Student Advisory Committee Chair  
Department of Educational Psychology

## **University of Utah**

### **Request to Increase Differential Tuition for Genetic Counseling**

The University of Utah continues to examine tuition levels for its various programs. In prior years, differential tuition rates have been imposed in various subject matter areas. The University is requesting approval to increase the differential rate for one of those areas, the graduate program in Genetic Counseling.

#### **Background Information**

The Graduate Program in Genetic Counseling (UUGPGC) is a 21-month interdisciplinary program that prepares students for a professional career in genetic counseling. The program is administratively in the School of Medicine, Utah Health Sciences Center. Program administration and faculty members are in the sponsoring departments of Human Genetics, Obstetrics and Gynecology, Pediatrics, and Huntsman Cancer Institute, as well as other departments and affiliated institutions. The Department of Human Genetics issues the M.S. in Genetic Counseling degree, provides admissions and academic support, and oversees program finances. The Program Director and Medical Director are currently faculty members of the Division of Medical Genetics, Department of Pediatrics. For detailed information, see <http://medicine.utah.edu/genetics/geneticcounseling/index.htm>.

Genetic counseling is an established health profession which plays a key role in the delivery of medical genetic services. Trained in biological science and psychological counseling, the genetic counselor provides genetic information to families and participates in the diagnosis and management of genetic conditions and birth defects as part of a multidisciplinary team. The education of most health care professionals, as well as that of the general public, has lagged far behind the explosive pace of new developments in genetics. Genetic counselors help to provide current, accurate information to other health care professionals and to families.

#### **Proposal**

The UUGPGC is requesting an increase in the tuition differential from its current rate of \$117.06 per credit hour to \$255.20, effective summer 2010. With the increase in place, total tuition per semester for a resident student taking 12 credit hours would be \$5,554.86, apart from any changes in the University's general tuition.

#### **Rationale**

The request is based on the need to continue current operations in the face of budget reductions across the School of Medicine. The current level of tuition revenue is insufficient to cover the cost of operations going forward. The program will consume all of its remaining reserves by the end of 2009-10 and cannot continue without additional revenue. The program budget consists mainly of salaries of the program director, medical director, and office staff, with approximately 10% allocated to non-personnel costs such as office supplies and equipment, admissions expenses, advisory board meetings, and accreditation fees. Additional tuition revenue is needed to cover these core operating costs.

With an anticipated enrollment of 14 students, the program expects to have increased revenue of approximately \$65,000 in 2010-11 from the proposed increase in differential tuition. The increased revenue would enable the program to cover core expenses and build a small reserve to compensate for inevitable loss of income should a student leave the program early (e.g. due to illness or change of circumstances).

### **Competitive Position**

The program's current tuition is very competitive. With the proposed increase, the program will likely be about average in cost for resident students (see Table 1). Tuition charges for other genetic counseling programs can be expected to increase as well in 2010-11, probably significantly given economic conditions across the country. We will continue to apply for grants to help support our students with fellowships. Our previous grants, coupled with the University of Utah Tuition Benefit Program, have made the University of Utah extremely affordable in the past. With continued success in grant support for student fellowships, our program will continue to compare well to other programs both academically and financially.

### **Student Support**

The students impacted will be the current first-year students (Class of 2011) and all future students. We have discussed the need for an increase with both our second year and first year students. They understand the need for the increase and have agreed to support it. The class representatives for each class have written letters of support (attached). There is a universal acceptance date for all genetic counseling programs (April 23, 2010 this year). We will inform incoming students of the requested tuition increase upon its approval, prior to the acceptance date.

**Table 1.**  
**Total Charges (Tuition & Fees) for Genetic Counseling Programs**

| <b>Program</b>          | <b>Resident</b> | <b>Non-Resident</b> | <b>Tuition &amp;<br/>Fees?</b> | <b>Year</b> |
|-------------------------|-----------------|---------------------|--------------------------------|-------------|
| U of North Carolina     | 10,105          | 34,365              | T&F                            | 2009-10     |
| U of Oklahoma           | 10,175          | 22,353              | T&F                            | 2009-10     |
| Indiana U               | 11,547          | 32,346              | T&F                            | 2009-10     |
| U of Arkansas           | 17,410          | 36,714              | ?                              | 2008-09     |
| Wayne State U           | 18,892          | 39,305              | T&F                            | 2008-09?    |
| U of Colorado           | 19,917          | 38,203              | T&F                            | 2009-10     |
| U of South Carolina     | 21,512          | 46,272              | T&F                            | 2009-10     |
| Medical C. of Virginia  | 22,731          | 44,029              | T&F                            | 2009-10     |
| U of Wisconsin          | 23,072          | 52,181              | T&F                            | 2009-10     |
| U of Cincinnati         | 26,691          | 48,387              | T&F                            | 2009-10     |
| U of Minnesota          | 28,024          | 42,220              | T&F                            | 2009-10     |
| U of Maryland           | 29,113          | 47,035              | T&F                            | 2009-10     |
| U of Michigan           | 32,704          | 66,132              | T&F                            | 2008-09?    |
| U of Pittsburgh         | 39,844          | 67,724              | T&F                            | 2009-10     |
| Howard U                | 39,860          | 39,860              | T&F                            | 2009-10     |
| Cal State U, Stanislaus | 41,000          | 56,996              | ?                              | 2009-10     |
| Sarah Lawrence C        | 42,768          | 42,768              | T&F                            | 2009-10     |
| Arcadia U               | 50,800          | 50,800              | T&F                            | 2009-10     |
| Case Western U          | 55,022          | 55,022              | T&F                            | 2009-10     |
| Brandeis U              | 56,420          | 56,420              | T&F                            | 2009-10     |
| Stanford U              | 62,000          | 62,000              | T                              | 2009-10     |
| Northwestern U          | 73,980          | 73,980              | T&F                            | 2009-10     |
| Boston U                | 77,284          | 77,284              | T&F                            | 2009-10     |
| <b>Mean</b>             | <b>35,255</b>   | 49,235              |                                |             |
| <b>U Utah current</b>   | <b>23,232</b>   | 54,801              | T&F                            | 2009-10     |
| <b>U Utah proposed*</b> | <b>\$32,192</b> | \$62,761            | T&F                            |             |

\*Proposed increase added to 2009-10 rates.

January 21, 2010

Paul T. Brinkman  
Associate VP for Budget & Planning  
John R Park Bldg, Room 205  
201 South President's Circle  
Salt Lake City, UT 84112

Dear Dr. Brinkman,

On behalf of the University of Utah Graduate Program in Genetic Counseling, this letter is to show the support from the Class of 2010 for the increase in tuition differential. This program provides a unique and well rounded learning experience. It effectively prepares students to begin practicing as genetic counselors. This increase in tuition differential will allow the program to continue to provide the same quality of education to future classes and will allow the program to grow. Currently the University of Utah program is one of the most affordable in the nation; even by raising the tuition differential this program will still be competitive with other programs in regards to tuition costs.

Sincerely,

Tara Newcomb  
UUGPGC Class of 2010 Student Representative

Dear Mr. Brinkman,

We want to add our support to the Graduate Program in Genetic Counseling's request to increase the tuition differential. As students, we believe in quality educational programs. We feel that our education is important and worth spending money on. The University of Utah has an excellent genetic counseling program. We want it to be able to continue its mission to educate future counselors. Without an increase in the tuition differential, we worry about the program's ability to maintain the high level of quality for which it has a reputation.

Also, it is important to note that the University of Utah currently has one of the least expensive genetic counseling programs in the United States. Even if the tuition differential is raised, Utah will remain a program that is attractive to students.

Sincerely,  
The UUGPGC Class of 2011

Renee Rider  
Lindsay Meyers  
Megan Blanksma  
Erin Youell

Briana Sawyer  
Megan Bell  
Christina Hawbaker



April 1, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Proposed Fee Increases for 2010-2011

Issue

USHE officials seek Regent approval of the general student fee schedules for 2010-11.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities/support, building bonds, building support, athletics, student health and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2010-11 is 1.5 percent.

As a result of the low first-tier tuition increase, the proposed general fee increases from the U, USU, WSU, DSC and UVU exceed the first-tier tuition increase. Therefore, letters from the student body leaders at these institutions have been included in the attachments.

The Commissioner's staff has prepared six attachments that summarize the information.

- Attachment 1 shows a summary of the proposed 2010-11 annual fee rates for a full-time student (a student taking 15 credit hours per semester for 2 semesters).
- Attachment 2 outlines the General Student Fees summary for each institution for 2009-10 and the proposed fee schedules for 2010-11. In addition, attachment 2 provides the per credit hour fee schedule for one semester at the USHE institutions.
- Attachment 3 shows a summary of the proposed changes for two semesters at the 15 credit hour level for the USHE institutions.
- Attachment 4 shows a 10-year history of fee increases for the USHE institutions.

- Attachment 5 includes support letters from the student body organizations for each institution where fee increases exceed the first-tier tuition.

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.

---

William A. Sederburg  
Commissioner for Higher Education

WAS/GLS/PCM  
Attachments

UTAH SYSTEM OF HIGHER EDUCATION

2010-11 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (Fifteen Credit Hours for 2 Consecutive Semesters)

|                                | UU       | USU      | WSU      | SUU      | Snow     | Dixie    | USU/CEU  | UVU      | SLCC     |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>Fees</b>                    |          |          |          |          |          |          |          |          |          |
| Student Activity/ Support Fees | \$111.80 | \$172.26 | \$257.90 | \$152.00 | \$122.20 | \$241.08 | \$157.70 | \$120.68 | \$118.50 |
| Building Bond Fees             | 0.00     | 127.60   | 211.84   | 212.00   | 0.00     | 0.00     | 0.00     | 154.68   | 118.00   |
| Building Support Fees          | 231.48   | 17.50    | 64.82    | 0.00     | 176.30   | 84.66    | 76.00    | 63.48    | 58.00    |
| Athletic Fees                  | 152.44   | 246.44   | 127.18   | 104.00   | 42.00    | 114.56   | 20.00    | 213.52   | 60.00    |
| Health Fees                    | 40.96    | 78.86    | 56.64    | 8.00     | 9.60     | 1.50     | 39.50    | 21.20    | 27.00    |
| Technology Fees                | 227.04   | 127.72   | 24.92    | 64.00    | 31.90    | 104.90   | 38.50    | 28.68    | 19.50    |
| Other Fees                     | 83.20    | 33.98    | 8.32     | 0.00     | 8.00     | 2.50     | 68.30    | 13.76    | 11.00    |
| <hr/>                          |          |          |          |          |          |          |          |          |          |
| Total Fees                     | \$846.92 | \$804.36 | \$751.62 | \$540.00 | \$390.00 | \$549.20 | \$400.00 | \$616.00 | \$412.00 |

*Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.*

## Utah System of Higher Education

March 2010

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## University of Utah: Undergraduate Fees

| Fee Category                   | Fee Description                     | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|-------------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | ASUU                                | \$45.04         | \$46.24         | \$1.20           | 2.66%        |
|                                | Collegiate Readership Program       | 5.00            | 8.60            | \$3.60           | 72.00%       |
|                                | Fine Arts                           | 5.36            | 5.44            | \$0.08           | 1.49%        |
|                                | Publications                        | 12.00           | 12.00           | \$0.00           | 0.00%        |
|                                | Recreation                          | 33.08           | 33.52           | \$0.44           | 1.33%        |
|                                | Study Abroad                        | 6.00            | 6.00            | \$0.00           | 0.00%        |
| Building Support Fees          | Building                            | 193.88          | 204.48          | \$10.60          | 5.47%        |
|                                | Utilities (Formerly Fuel and Power) | 27.00           | 27.00           | \$0.00           | 0.00%        |
| Athletic Fees                  | Athletics                           | 122.44          | 152.44          | \$30.00          | 24.50%       |
| Health Fees                    | Health                              | 40.44           | 40.96           | \$0.52           | 1.29%        |
| Technology                     | Computer Fee                        | 224.00          | 227.04          | \$3.04           | 1.36%        |
| Other                          | Transportation                      | 57.36           | 58.20           | \$0.84           | 1.46%        |
|                                | Library                             | 13.00           | 20.00           | \$7.00           | 53.85%       |
|                                | Sustainability                      | 5.00            | 5.00            | \$0.00           | 0.00%        |
| Total Fees                     |                                     | <b>\$789.60</b> | <b>\$846.92</b> | <b>\$57.32</b>   | <b>7.26%</b> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

## University of Utah: Undergraduate Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$260.50  |
| 2               | 272.14    |
| 3               | 283.78    |
| 4               | 295.42    |
| 5               | 307.06    |
| 6               | 318.70    |
| 7               | 330.34    |
| 8               | 341.98    |
| 9               | 353.62    |
| 10              | 365.26    |
| 11              | 376.90    |
| 12              | 388.54    |
| 13              | 400.18    |
| 14              | 411.82    |
| 15              | 423.46    |
| 16              | 428.45    |
| 17              | 433.44    |
| 18              | 438.43    |
| 19              | 443.42    |
| 20              | 448.41    |
| 21              | 453.40    |
| 22              | 458.39    |
| 23              | 463.38    |
| 24              | 468.37    |
| 25              | 473.36    |

## Utah System of Higher Education

March 2010

*Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each )*

| <u>Utah State University</u>   |                   |                 |                 |                  |              |
|--------------------------------|-------------------|-----------------|-----------------|------------------|--------------|
| Fee Category                   | Fee Description   | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
| Student Activity/ Support Fees | Activity          | \$61.06         | \$61.06         | \$0.00           | 0.00%        |
|                                | Campus Recreation | 45.36           | 49.36           | \$4.00           | 8.82%        |
|                                | Library           | 45.66           | 45.66           | \$0.00           | 0.00%        |
|                                | Music & Theater   | 13.68           | 13.68           | \$0.00           | 0.00%        |
|                                | Blue Bikes        | 2.50            | 2.50            | \$0.00           | 0.00%        |
| Building Bond Fees             | Building          | 127.60          | 127.60          | \$0.00           | 0.00%        |
| Building Support Fees          | Building          | 17.50           | 17.50           | \$0.00           | 0.00%        |
| Athletic Fees                  | Athletics         | 246.44          | 246.44          | \$0.00           | 0.00%        |
| Health Fees                    | Health Services   | 73.86           | 78.86           | \$5.00           | 6.77%        |
| Technology Fees                | Computer Labs     | 126.66          | 127.72          | \$1.06           | 0.84%        |
| Other Fees                     | Aggie Shuttle     | 24.30           | 33.98           | \$9.68           | 39.84%       |
| Total Fees                     |                   | <u>\$784.62</u> | <u>\$804.36</u> | <u>\$19.74</u>   | <u>2.52%</u> |

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have a different distribution of the same total fee amount.

## Utah System of Higher Education

*Per Credit Hour Charges for General Student Fees 2010-11 per Semester*

| <u>Utah State University Fees</u> |                  |
|-----------------------------------|------------------|
| <u>Credit<br/>Hours</u>           | <u>\$ Amount</u> |
| 1                                 | 263.70           |
| 2                                 | 275.24           |
| 3                                 | 286.78           |
| 4                                 | 298.32           |
| 5                                 | 309.86           |
| 6                                 | 321.40           |
| 7                                 | 332.94           |
| 8                                 | 344.48           |
| 9                                 | 356.02           |
| 10                                | 367.56           |
| 11                                | 379.10           |
| 12                                | 390.64           |
| 13                                | 402.18           |
| 14                                | 402.18           |
| 15                                | 402.18           |
| 16                                | 402.18           |
| 17                                | 402.18           |
| 18                                | 402.18           |
| 19                                | 413.72           |
| 20                                | 425.26           |
| 21                                | 436.80           |
| 22                                | 448.34           |
| 23                                | 459.88           |
| 24                                | 471.42           |
| 25                                | 482.96           |

## Utah System of Higher Education

March 2010

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

Weber State University: Fees

| Fee Category                   | Fee Description       | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|-----------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Activity              | \$196.68        | \$196.86        | \$0.18           | 0.09%        |
|                                | ID Cards              | 5.00            | 7.00            | 2.00             | 40.00%       |
|                                | Recreation            | 51.50           | 54.04           | 2.54             | 4.93%        |
| Building Bond Fees             | Building              | 210.50          | 211.84          | 1.34             | 0.64%        |
| Building Support Fees          | Union Building        | 64.44           | 64.82           | 0.38             | 0.59%        |
| Athletic Fees                  | Athletic              | 113.26          | 127.18          | 13.92            | 12.29%       |
| Health Fees                    | Medical               | 56.82           | 56.64           | (0.18)           | -0.32%       |
| Technology Fees                | Student Computer Labs | 24.76           | 24.92           | 0.16             | 0.65%        |
| Other Fees                     | Transportation        | 6.66            | 8.32            | 1.66             | 24.92%       |
| Total Fees                     |                       | <u>\$729.62</u> | <u>\$751.62</u> | <u>22.00</u>     | <u>3.02%</u> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

Weber State University Fees

| <u>Credit<br/>Hours</u> | <u>\$ Amount</u> |
|-------------------------|------------------|
| 1                       | 96.11            |
| 2                       | 124.08           |
| 3                       | 152.05           |
| 4                       | 180.02           |
| 5                       | 207.99           |
| 6                       | 235.96           |
| 7                       | 263.93           |
| 8                       | 291.90           |
| 9                       | 319.87           |
| 10                      | 347.84           |
| 11                      | 375.81           |
| 12                      | 375.81           |
| 13                      | 375.81           |
| 14                      | 375.81           |
| 15                      | 375.81           |
| 16                      | 375.81           |
| 17                      | 375.81           |
| 20                      | 375.81           |
| 19                      | 375.81           |
| 20                      | 375.81           |
| 21                      | 375.81           |
| 22                      | 375.81           |
| 23                      | 375.81           |
| 24                      | 375.81           |
| 25                      | 375.81           |

March 2010

## Utah System of Higher Education

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

Southern Utah University: Fees

| Fee Category                   | Fee Description                  | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|----------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Student Activity                 | \$97.50         | \$98.50         | \$1.00           | 1.03%        |
|                                | Student Union                    | 15.50           | 15.50           | 0.00             | 0.00%        |
|                                | Service Learning                 | 7.00            | 7.00            | 0.00             | 0.00%        |
|                                | ID Card                          | 3.00            | 3.00            | 0.00             | 0.00%        |
|                                | Library                          | 0.00            | 6.00            | 6.00             | 100.00%      |
|                                | Student Involvement & Leadership | 0.00            | 22.00           | 22.00            | 100.00%      |
| Building Bond Fees             | Building                         | 218.00          | 212.00          | (6.00)           | -2.75%       |
| Athletic Fees                  | Athletics                        | 104.00          | 104.00          | 0.00             | 0.00%        |
| Health Fees                    | Health Services                  | 30.00           | 8.00            | (22.00)          | -73.33%      |
| Technology Fees                | Computer                         | 64.00           | 64.00           | 0.00             | 0.00%        |
| Total Fees                     |                                  | <u>\$539.00</u> | <u>\$540.00</u> | <u>\$1.00</u>    | <u>0.19%</u> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

Southern Utah University Fees

| <u>Credit<br/>Hours</u> | <u>\$ Amount</u> |
|-------------------------|------------------|
| 1                       | \$36.00          |
| 2                       | 62.00            |
| 3                       | 88.00            |
| 4                       | 114.00           |
| 5                       | 140.00           |
| 6                       | 166.00           |
| 7                       | 192.00           |
| 8                       | 218.00           |
| 9                       | 244.00           |
| 10                      | 270.00           |
| 11                      | 270.00           |
| 12                      | 270.00           |
| 13                      | 270.00           |
| 14                      | 270.00           |
| <b>15</b>               | <b>270.00</b>    |
| 16                      | 270.00           |
| 17                      | 270.00           |
| 18                      | 270.00           |
| 19                      | 270.00           |
| 20                      | 270.00           |
| 21                      | 270.00           |
| 22                      | 270.00           |
| 23                      | 270.00           |
| 24                      | 270.00           |
| 25                      | 270.00           |

## Utah System of Higher Education

March 2010

*Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)*

Snow College: Fees

| Fee Category                   | Fee Description | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|-----------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Activity        | \$37.00         | \$37.00         | \$0.00           | 0.00%        |
|                                | Activity Center | 58.30           | 58.30           | 0.00             | 0.00%        |
|                                | Intramurals     | 12.00           | 12.00           | 0.00             | 0.00%        |
|                                | Music           | 6.00            | 6.00            | 0.00             | 0.00%        |
|                                | Theater         | 8.90            | 8.90            | 0.00             | 0.00%        |
| Building Support Fees          | Building        | 176.30          | 176.30          | 0.00             | 0.00%        |
| Athletic Fees                  | Athletics       | 42.00           | 42.00           | 0.00             | 0.00%        |
| Health Fees                    | Insurance       | 9.60            | 9.60            | 0.00             | 0.00%        |
| Technology Fees                | Computer        | 31.90           | 31.90           | 0.00             | 0.00%        |
| Other Fees                     | Communication   | 8.00            | 8.00            | 0.00             | 0.00%        |
| Total Fees                     |                 | <u>\$390.00</u> | <u>\$390.00</u> | <u>\$0.00</u>    | <u>0.00%</u> |

## Utah System of Higher Education

*Per Credit Hour Charges for General Student Fees 2010-11 per Semester*

Snow College Fees

| <u>Credit<br/>Hours</u> | <u>\$ Amount</u> |
|-------------------------|------------------|
| 1                       | \$0.00           |
| 2                       | 0.00             |
| 3                       | 57.00            |
| 4                       | 76.00            |
| 5                       | 100.00           |
| 6                       | 119.00           |
| 7                       | 138.00           |
| 8                       | 157.00           |
| 9                       | 176.00           |
| 10                      | 195.00           |
| 11                      | 195.00           |
| 12                      | 195.00           |
| 13                      | 195.00           |
| 14                      | 195.00           |
| <b>15</b>               | <b>195.00</b>    |
| 16                      | 195.00           |
| 17                      | 195.00           |
| 18                      | 195.00           |
| 19                      | 195.00           |
| 20                      | 195.00           |
| 21                      | 195.00           |
| 22                      | 195.00           |
| 23                      | 195.00           |
| 24                      | 195.00           |
| 25                      | 195.00           |



## Utah System of Higher Education

March 2010

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

Dixie State College: Fees

| Fee Category                   | Fee Description                     | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|-------------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Associated Students                 | \$65.56         | \$65.56         | \$0.00           | 0.00%        |
|                                | Associated Students Director Salary | 13.50           | 13.50           | \$0.00           | 0.00%        |
|                                | Student ID Card                     | 2.00            | 2.00            | \$0.00           | 0.00%        |
|                                | Intramurals                         | 10.62           | 10.62           | \$0.00           | 0.00%        |
|                                | Intramurals/Fitness Center          | 10.60           | 10.60           | \$0.00           | 0.00%        |
|                                | Tutoring                            | 3.50            | 5.50            | \$2.00           | 57.14%       |
|                                | Student Media Center                | 5.50            | 5.50            | \$0.00           | 0.00%        |
|                                | Student Initiative Rec Services     | 14.00           | 14.00           | \$0.00           | 0.00%        |
|                                | Student Center Programs             | 111.8           | 111.80          | \$0.00           | 0.00%        |
|                                | Writing Center                      | 0.00            | 2.00            | \$2.00           | 100.00%      |
| Building Support Fees          | Student Center Operations           | 35.66           | 35.66           | \$0.00           | 0.00%        |
|                                | Building (Future New)               | 0.00            | 40.00           | \$40.00          | 100.00%      |
|                                | Unexpended Plant                    | 9.00            | 9.00            | \$0.00           | 0.00%        |
| Athletic Fees                  | Athletic Fee                        | 98.00           | 98.00           | \$0.00           | 0.00%        |
|                                | Womens Athletics                    | 16.56           | 16.56           | \$0.00           | 0.00%        |
| Health Fees                    | Student Health Services             | 1.50            | 1.50            | \$0.00           | 0.00%        |
| Technology Fees                | Instructional Computers             | 34.90           | 34.90           | \$0.00           | 0.00%        |
|                                | Banner Conversion                   | 70.00           | 70.00           | \$0.00           | 0.00%        |
| Other Fees                     | Alumni                              | 2.50            | 2.50            | 0.00             | 0.00%        |
| Total Fees                     |                                     | <u>\$505.20</u> | <u>\$549.20</u> | <u>\$44.00</u>   | <u>8.71%</u> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2009-10 per Semester

Dixie State College Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$10.00   |
| 2               | 10.00     |
| 3               | 10.00     |
| 4               | 127.00    |
| 5               | 151.60    |
| 6               | 176.20    |
| 7               | 200.80    |
| 8               | 225.40    |
| 9               | 250.00    |
| 10              | 274.60    |
| 11              | 274.60    |
| 12              | 274.60    |
| 20              | 274.60    |
| 14              | 274.60    |
| 15              | 274.60    |
| 16              | 274.60    |
| 17              | 274.60    |
| 18              | 274.60    |
| 19              | 274.60    |
| 20              | 274.60    |
| 21              | 274.60    |
| 22              | 274.60    |
| 23              | 274.60    |
| 24              | 274.60    |
| 25              | 274.60    |

## Utah System of Higher Education

March 2010

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## USU/College of Eastern Utah: Fees

| Fee Category                   | Fee Description                | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|--------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | ASCEU Leadership               | \$80.00         | \$80.00         | \$0.00           | 0.00%        |
|                                | Student Center Operations      | 30.40           | 30.40           | 0.00             | 0.00%        |
|                                | Newspaper                      | 8.80            | 8.80            | 0.00             | 0.00%        |
|                                | Intramurals                    | 12.00           | 12.00           | 0.00             | 0.00%        |
|                                | Activity Card                  | 2.00            | 2.00            | 0.00             | 0.00%        |
|                                | Athletic Center                | 4.00            | 4.00            | 0.00             | 0.00%        |
|                                | Radio                          | 4.00            | 4.00            | 0.00             | 0.00%        |
|                                | Sun Center                     | 2.50            | 2.50            | 0.00             | 0.00%        |
|                                | Super Activity                 | 7.00            | 7.00            | 0.00             | 0.00%        |
|                                | Student Orientation            | 7.00            | 7.00            | 0.00             | 0.00%        |
| Building Support Fees          | Student Center                 | 76.00           | 76.00           | 0.00             | 0.00%        |
| Athletic Fees                  | Athletics                      | 20.00           | 20.00           | 0.00             | 0.00%        |
| Health Fees                    | Health & Wellness Center       | 33.00           | 33.00           | 0.00             | 0.00%        |
|                                | Counseling Center              | 6.50            | 6.50            | 0.00             | 0.00%        |
| Technology Fees                | Computers                      | 38.50           | 38.50           | 0.00             | 0.00%        |
| Other Fees                     | Alumni                         | 1.80            | 1.80            | 0.00             | 0.00%        |
|                                | Museum                         | 2.00            | 2.00            | 0.00             | 0.00%        |
|                                | Campus Police                  | 10.40           | 10.40           | 0.00             | 0.00%        |
|                                | Recognition                    | 4.10            | 4.10            | 0.00             | 0.00%        |
|                                | Legacy Fund                    | 10.00           | 10.00           | 0.00             | 0.00%        |
|                                | Student Recruitment Initiative | 40.00           | 40.00           | 0.00             | 0.00%        |
| Total Fees                     |                                | <b>\$400.00</b> | <b>\$400.00</b> | <b>\$0.00</b>    | <b>0.00%</b> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

## USU/College of Eastern Utah Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$0.00    |
| 2               | 0.00      |
| 3               | 0.00      |
| 4               | 80.00     |
| 5               | 100.00    |
| 6               | 120.00    |
| 7               | 140.00    |
| 8               | 160.00    |
| 9               | 180.00    |
| 10              | 200.00    |
| 11              | 200.00    |
| 20              | 200.00    |
| 13              | 200.00    |
| 14              | 200.00    |
| 15              | 200.00    |
| 16              | 200.00    |
| 17              | 200.00    |
| 18              | 200.00    |
| 19              | 200.00    |
| 20              | 200.00    |
| 21              | 200.00    |
| 22              | 200.00    |
| 23              | 200.00    |
| 24              | 200.00    |
| 25              | 200.00    |

March 2010

## Utah System of Higher Education

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each )

## Utah Valley University: Fees

| Fee Category                   | Fee Description              | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Student Life                 | \$113.96        | \$113.96        | \$0.00           | 0.00%        |
|                                | Issue Room                   | 3.64            | 3.64            | 0.00             | 0.00%        |
|                                | One Card System              | 3.08            | 3.08            | 0.00             | 0.00%        |
| Building Bond Fees             | Building Bond                | 144.68          | 154.68          | 10.00            | 6.91%        |
| Building Support Fees          | Student Center Operations    | 67.48           | 63.48           | (4.00)           | -5.93%       |
| Athletic Fees                  | Athletics                    | 187.52          | 213.52          | 26.00            | 13.87%       |
| Health Fees                    | Insurance                    | 1.00            | 0.00            | (1.00)           | -100.00%     |
|                                | Wellness Center              | 20.20           | 21.20           | 1.00             | 4.95%        |
| Technology Fees                | Center for Student Computing | 28.68           | 28.68           | 0.00             | 0.00%        |
| Other Fees                     | UTA Edu-Pass                 | 13.76           | 13.76           | 0.00             | 0.00%        |
| Total Fees                     |                              | <u>\$584.00</u> | <u>\$616.00</u> | <u>\$32.00</u>   | <u>5.48%</u> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

## Utah Valley University

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$56.00   |
| 2               | 98.00     |
| 3               | 140.00    |
| 4               | 182.00    |
| 5               | 224.00    |
| 6               | 266.00    |
| 7               | 308.00    |
| 8               | 308.00    |
| 9               | 308.00    |
| 10              | 308.00    |
| 11              | 308.00    |
| 12              | 308.00    |
| 13              | 308.00    |
| 14              | 308.00    |
| 15              | 308.00    |
| 16              | 308.00    |
| 17              | 308.00    |
| 18              | 308.00    |
| 19              | 308.00    |
| 20              | 308.00    |
| 21              | 308.00    |
| 22              | 308.00    |
| 23              | 308.00    |
| 24              | 308.00    |
| 25              | 308.00    |

March 2010

## Utah System of Higher Education

Summary of General Student Fees 2010-11 vs. 2009-10 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## Salt Lake Community College: Undergraduate Fees

| Fee Category                   | Fee Description                  | 2009-10<br>Fees | 2010-11<br>Fees | Annual<br>Change | %<br>Change   |
|--------------------------------|----------------------------------|-----------------|-----------------|------------------|---------------|
| Student Activity/ Support Fees | Activity Fee                     | \$53.50         | \$53.50         | \$0.00           | 0.00%         |
|                                | Student Service Center           | 33.50           | 33.50           | \$0.00           | 0.00%         |
|                                | ID Cards                         | 14.50           | 14.50           | \$0.00           | 0.00%         |
|                                | Theatre/Music/Fine Arts          | 9.00            | 7.00            | (\$2.00)         | -22.22%       |
|                                | Publication Media Council        | 2.00            | 2.00            | \$0.00           | 0.00%         |
|                                | Community Service                | 4.00            | 4.00            | \$0.00           | 0.00%         |
|                                | Child Care Initiative            | 4.00            | 4.00            | \$0.00           | 0.00%         |
| Building Bond Fees             | Building Bond Fees               | 122.00          | 118.00          | (\$4.00)         | -3.28%        |
| Building Support Fees          | Building                         | 58.00           | 58.00           | \$0.00           | 0.00%         |
| Athletic Fees                  | Athletics                        | 60.00           | 60.00           | \$0.00           | 0.00%         |
| Health Fees                    | Health Insurance/Wellness Center | 23.50           | 27.00           | \$3.50           | 14.89%        |
| Technology Fees                | Technology Fee                   | 20.00           | 19.50           | (\$0.50)         | -2.50%        |
| Other Fees                     | Transportation Fee               | 10.00           | 11.00           | \$1.00           | 10.00%        |
| Total Fees                     |                                  | <u>\$414.00</u> | <u>\$412.00</u> | <u>(\$2.00)</u>  | <u>-0.48%</u> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2010-11 per Semester

## Salt Lake Community College Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$53.00   |
| 2               | 70.00     |
| 3               | 87.00     |
| 4               | 104.00    |
| 5               | 121.00    |
| 6               | 138.00    |
| 7               | 155.00    |
| 8               | 172.00    |
| 9               | 189.00    |
| 10              | 206.00    |
| 11              | 206.00    |
| 12              | 206.00    |
| 13              | 206.00    |
| 14              | 206.00    |
| 15              | 206.00    |
| 16              | 206.00    |
| 17              | 206.00    |
| 18              | 206.00    |
| 20              | 206.00    |
| 20              | 206.00    |
| 21              | 206.00    |
| 22              | 206.00    |
| 23              | 206.00    |
| 24              | 206.00    |
| 25              | 206.00    |

## UTAH SYSTEM OF HIGHER EDUCATION

March 2010

Summary of Recommended 2010-11 Undergraduate Fee Changes<sup>(1)</sup>

Fifteen Credit Hour Load for 2 Semesters

| Institution and Fee Type              | Increase from 209-10 |              |
|---------------------------------------|----------------------|--------------|
|                                       | Dollars              | Percent      |
| <b>University of Utah</b>             |                      |              |
| <i>Student Activity/ Support Fees</i> |                      |              |
| ASUU                                  | \$1.20               | 2.66%        |
| Collegiate Readership Prog            | \$3.60               | 72.00%       |
| Fine Arts                             | \$0.08               | 1.49%        |
| Recreation                            | \$0.44               | 1.33%        |
| <i>Building Support Fees</i>          |                      |              |
| Building                              | \$10.60              | 5.47%        |
| <i>Athletic Fees</i>                  |                      |              |
| Athletics                             | \$30.00              | 24.50%       |
| <i>Health Fees</i>                    |                      |              |
| Health                                | \$0.52               | 1.29%        |
| <i>Technology Fees</i>                |                      |              |
| Computer Fee                          | \$3.04               | 1.36%        |
| <i>Other Fees</i>                     |                      |              |
| Transportation                        | \$0.84               | 1.46%        |
| Library                               | \$7.00               | 53.85%       |
| <b>Total Increase</b>                 | <b>\$57.32</b>       | <b>7.26%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Utah State University</b>          |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Campus Recreation                     | \$4.00         | 8.82%        |
| <i>Health Fees</i>                    |                |              |
| Health Services                       | \$5.00         | 6.77%        |
| <i>Technology Fees</i>                |                |              |
| Computer Labs                         | \$1.06         | 0.84%        |
| <i>Other Fees</i>                     |                |              |
| Aggie Shuttle                         | \$9.68         | 39.84%       |
| <b>Total Increase</b>                 | <b>\$19.74</b> | <b>2.52%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Weber State University</b>         |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Activity                              | \$0.18         | 0.1%         |
| ID Cards                              | \$2.00         | 40.0%        |
| Recreation                            | \$2.54         | 4.9%         |
| <i>Building Bond Fees</i>             |                |              |
| Building                              | \$1.34         | 0.6%         |
| <i>Building Support Fees</i>          |                |              |
| Union Building                        | \$0.38         | 0.59%        |
| <i>Athletic Fees</i>                  |                |              |
| Athletic                              | \$13.92        | 12.29%       |
| <i>Health Fees</i>                    |                |              |
| Medical                               | (\$0.18)       | -0.32%       |
| <i>Technology Fees</i>                |                |              |
| Student Computer Labs                 | \$0.16         | 0.65%        |
| <i>Other Fees</i>                     |                |              |
| Transportation                        | \$1.66         | 24.92%       |
| <b>Total Increase</b>                 | <b>\$22.00</b> | <b>3.02%</b> |

|                                       |               |              |
|---------------------------------------|---------------|--------------|
| <b>Southern Utah University</b>       |               |              |
| <i>Student Activity/ Support Fees</i> |               |              |
| Activity                              | \$1.00        | 1.0%         |
| Library                               | \$6.00        | 100.0%       |
| Student Involvement & Leadership      | \$22.00       | 100.0%       |
| <i>Building Bond Fees</i>             |               |              |
| Building                              | (\$6.00)      | -2.8%        |
| <i>Health Fees</i>                    |               |              |
| Health Services                       | (\$22.00)     | -73.33%      |
| <b>Total Increase</b>                 | <b>\$1.00</b> | <b>0.19%</b> |

| Institution and Fee Type | Increase from 2009-10 |            |
|--------------------------|-----------------------|------------|
|                          | Dollars               | Percent    |
| <b>Snow College</b>      |                       |            |
| <i>No Changes</i>        |                       |            |
|                          | n/a                   | n/a        |
| <b>Total Increase</b>    | <b>n/a</b>            | <b>n/a</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Dixie State College</b>            |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Tutoring                              | \$2.00         | 57.14%       |
| <i>Writing Center</i>                 | \$2.00         | 100.00%      |
| <i>Building Support Fees</i>          |                |              |
| Building (Future New)                 | \$40.00        | 100.00%      |
| <b>Total Increase</b>                 | <b>\$44.00</b> | <b>8.71%</b> |

|                                    |            |            |
|------------------------------------|------------|------------|
| <b>USU/College of Eastern Utah</b> |            |            |
| <i>No Changes</i>                  |            |            |
|                                    | n/a        | n/a        |
| <b>Total Increase</b>              | <b>n/a</b> | <b>n/a</b> |

|                               |                |              |
|-------------------------------|----------------|--------------|
| <b>Utah Valley University</b> |                |              |
| <i>Building Bond Fees</i>     |                |              |
| Building Bond                 | \$10.00        | 6.91%        |
| <i>Building Support Fees</i>  |                |              |
| Student Center Operations     | (\$4.00)       | -5.93%       |
| <i>Athletic Fees</i>          |                |              |
| Athletics                     | \$26.00        | 13.87%       |
| <i>Health Fees</i>            |                |              |
| Insurance                     | (\$1.00)       | -100.00%     |
| Wellness Center               | \$1.00         | 4.95%        |
| <b>Total Increase</b>         | <b>\$32.00</b> | <b>5.48%</b> |

|                                       |                 |               |
|---------------------------------------|-----------------|---------------|
| <b>Salt Lake Community College</b>    |                 |               |
| <i>Student Activity/ Support Fees</i> |                 |               |
| Theatre/Music/Fine Arts               | (\$2.00)        | -22.2%        |
| <i>Building Bond Fees</i>             |                 |               |
| Building Bond                         | (\$4.00)        | -3.28%        |
| <i>Health Fees</i>                    |                 |               |
| Health Insurance/Wellness Center      | \$3.50          | 14.89%        |
| <i>Technology Fees</i>                |                 |               |
| Technology Fee                        | (\$0.50)        | -2.50%        |
| <i>Other Fees</i>                     |                 |               |
| Transportation Fee                    | \$1.00          | 10.00%        |
| <b>Total Increase</b>                 | <b>(\$2.00)</b> | <b>-0.48%</b> |

## HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2001-02 through 2010-11 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2010-11 Amounts by Institution

|                     | 2001-02  | 2002-03  | 2003-04  | 2004-05  | 2005-06  | 2006-07  | 2007-08  | 2008-09  | 2009-10  | 2010-11  |
|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| U of U              | \$540.24 | \$582.20 | \$588.20 | \$636.40 | \$669.40 | \$690.60 | \$717.26 | \$758.88 | \$789.60 | \$846.92 |
| USU                 | 467.50   | 510.00   | 526.00   | 523.50   | 544.00   | 571.00   | 585.00   | 627.12   | 784.62   | 804.36   |
| WSU                 | 466.00   | 480.00   | 502.00   | 532.00   | 591.80   | 639.40   | 674.58   | 701.56   | 729.62   | 751.62   |
| SUU                 | 462.00   | 462.00   | 462.00   | 466.00   | 524.00   | 504.50   | 522.00   | 526.00   | 539.00   | 540.00   |
| Snow                | 270.00   | 270.00   | 300.00   | 300.00   | 360.00   | 380.00   | 380.00   | 380.00   | 390.00   | 390.00   |
| DSC                 | 291.60   | 291.60   | 361.60   | 361.60   | 382.00   | 392.00   | 436.00   | 451.20   | 505.20   | 549.20   |
| USU/CEU             | 328.00   | 334.00   | 334.00   | 356.20   | 368.65   | 341.60   | 341.60   | 341.60   | 400.00   | 400.00   |
| UVU                 | 340.00   | 354.00   | 378.00   | 416.00   | 442.00   | 496.00   | 528.00   | 564.00   | 584.00   | 616.00   |
| SLCC                | 326.00   | 326.00   | 338.00   | 342.00   | 344.00   | 357.50   | 366.50   | 373.50   | 414.00   | 412.00   |
| USHE <sup>(1)</sup> | \$387.93 | \$401.09 | \$421.09 | \$437.08 | \$469.54 | \$485.84 | \$505.66 | \$523.30 | \$570.67 | \$590.01 |

Ten Year History and Proposed 2010-11 Percent Change from Prior Year by Institution

|                     | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| U of U              | 2.77%   | 7.77%   | 1.03%   | 8.19%   | 5.19%   | 3.17%   | 3.86%   | 5.80%   | 4.05%   | 7.26%   |
| USU                 | 2.52%   | 9.09%   | 3.14%   | (0.48%) | 3.92%   | 4.96%   | 2.45%   | 7.20%   | 25.11%  | 2.52%   |
| WSU <sup>(2)</sup>  | 4.02%   | 3.00%   | 4.58%   | 5.98%   | 11.24%  | 8.04%   | 5.50%   | 4.00%   | 4.00%   | 3.02%   |
| SUU                 | 1.76%   | 0.00%   | 0.00%   | 0.87%   | 12.45%  | (3.72%) | 3.47%   | 0.77%   | 2.47%   | 0.19%   |
| Snow                | 0.00%   | 0.00%   | 11.11%  | 0.00%   | 20.00%  | 5.56%   | 0.00%   | 0.00%   | 2.63%   | 0.00%   |
| DSC                 | 0.00%   | 0.00%   | 24.01%  | 0.00%   | 5.64%   | 2.62%   | 11.22%  | 3.49%   | 11.97%  | 8.71%   |
| USU/CEU             | 0.00%   | 1.83%   | 0.00%   | 6.65%   | 3.50%   | (7.34%) | 0.00%   | (0.00%) | 17.10%  | 0.00%   |
| UVU                 | 6.25%   | 4.12%   | 6.78%   | 10.05%  | 6.25%   | 12.22%  | 6.45%   | 6.82%   | 3.55%   | 5.48%   |
| SLCC                | 18.98%  | 0.00%   | 3.68%   | 1.18%   | 0.58%   | 3.92%   | 2.52%   | 1.91%   | 10.84%  | (0.48%) |
| USHE <sup>(1)</sup> | 3.69%   | 3.39%   | 4.99%   | 3.80%   | 7.43%   | 3.47%   | 4.08%   | 3.49%   | 9.05%   | 3.39%   |

<sup>(1)</sup> Simple averages.

Utah System of Higher Education

*Student Support Letters for 2010-11 General Fee Increases Greater than 1.5%*

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Fee Increase

University of Utah\*  
Utah State University  
Weber State University  
Dixie State College  
Utah Valley University

\* Hand Carried to Meeting

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R208, *Resource and Review Teams*  
And Policy R209, *Evaluation of Presidents*

Issue

A lack of clarity regarding the expectations, purpose, and process of Regents' Policy R208, *Resource and Review Teams*.

Background

In the January 5, 2010 Council of Presidents meeting, the presidents requested clarity regarding the expectation, purpose, and process of the Resource and Review Teams as then outlined in R208. Specifically, the presidents requested that (1) the fall and spring Resource and Review Team visits have a more specific focus, and (2) if there is a written report pertaining to a visit that the president be given the opportunity to review and respond to the written report.

Policy Changes

Substantive changes to R208 include:

- *Fall and spring meetings.* The Resource and Review Team will meet with the president at least twice a year—once in the fall and once in the spring. The fall meeting is to be informal and the agenda is set by the president. The spring meeting is to be a more formal review with the agenda set by the Chair of the Resource and Review Team (following the guidelines laid out in the policy) and in consultation with the president.
- *Presidential Response.* The president is given the opportunity to respond to the written report of the Resource and Review Team. The president's written response is to be included in the final report to the Board of Regents.
- *Liaisons.* The Resource and Review Team is charged with being liaisons between the president and the Boards of Regents and Trustees. They are strongly encouraged to attend campus events, especially commencement.



Policy R209 was altered minimally to (1) compensate for the revisions in R208, (2) edit inaccurate institutional references, and (3) update the evaluation schedule.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions to Policy R208 and R209, raise issues, and, if satisfied, approve policy R208, "Resource and Review Teams" and policy R209, "Evaluation of Presidents".

WAS/CKM /JA  
Attachments

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William A. Sederburg, Commissioner



## R208, Resource and Review Teams<sup>1</sup>

**R208-1. Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

### **R208-2. References**

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Utah Code §53B-2-103, Board of Trustees – Powers and Duties
- 2.3. Utah Code §63G-2-20, Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code §63G-2-302, Private Records
- 2.5. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures R209, Evaluation of Presidents

### **R208-3 Definitions**

- 3.1. Board of Regents: As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. Board of Trustees: As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3 Commissioner: As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. Confidential: As used in this policy, “confidential” means the document is a “private record” under Utah Code §63G-2-302. As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).
- 3.4. Institution: As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code §53B-2-101.
- 3.5. President: As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code §53B-2-102.
- 3.6. Resource and Review Team: As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair of the institution’s Board of Trustees. This three-person team acts as the

<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009.

Resource and Review Team for its respective institution. This team is created pursuant to section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

### **R208-3. Policy**

**3.1 Fall Confab:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

**3.1.1. Objectives:** The objective of the fall confab is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

**3.1.2. Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

**3.1.3. Report:** There shall be no written or formal report of the fall confab.

**3.2 Spring Inventory:** Each spring (during the months of March through May) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

**3.2.1. Objectives:** In addition to the objectives of 3.1.1., the objective of the spring inventory is to provide limited performance review of the president's performance.

**3.2.2. Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts 4.2 and 4.3 of this policy.

**3.2.3. Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part 4.4 of this policy.

**3.2.4. Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

**3.2.4.1 Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

**3.2.4.1 Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

3.2.5. Performance-related Incentives: Spring inventory reports may be used as a basis for adjusting the president's compensation.

3.3. Liaisons: The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

3.4. Integration with R209 Evaluation: Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall not conduct a spring inventory but shall participate in the fall confab. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

#### R208-4. Procedures

4.1. Appointment of Resource and Review Teams: Each Resource and Review Team shall consist of the Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair of the institutional Board of Trustees as to his or her responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.

4.2. Campus Meetings with President: The fall confab under 208-3.1 and the spring inventory under R208-3.2 should preferably occur on campus.

4.3. Interaction with Board of Trustees and Consultation with Regents' Committees: In preparation for the spring inventory, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.

4.4. Written Reports: A written, confidential report of the spring inventory shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.

4.4.1 Who Receives the Report: Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.

4.4.2. Presidential Comments: The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

4.4.3 Confidentiality of Spring Inventory Report: All spring inventory reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

4.4.4. Retention of Presidential Records: Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

4.4.5. Regents' Review of Report: The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



## R209, Evaluation of Presidents<sup>1</sup>

**R209-1. Purpose:** The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality ~~and outcomes~~ of the president's administrative performance within the context of the institution's mission, vision, ~~and strategic goals~~, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

### R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

### R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

### R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring inventory under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team is shall not required to meet and conduct a review spring inventory, but shall participate in the fall confab. The Resource and Review Team may meet with the president throughout the year by mutual agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995 and April 22, 2005.

**4.3. Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

**4.3.1. Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

**4.3.2. Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

**4.3.3. Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

**4.3.4. Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

**4.3.5. Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

**4.3.6. Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

**4.3.7. Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

## R209-5. Procedures

### 5.1. Evaluation Committee

**5.1.1. Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

**5.1.2. Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

**5.1.3. Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

## **5.2. Evaluation Planning**

**5.2.1. Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

**5.2.2. Selection of Interviewees:** The president shall submit a list of potential interviewees to the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

**5.2.3. Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

**5.2.4. Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.5 of this policy. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

## **5.3. Evaluation Process**

**5.3.1. Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

**5.3.2. Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, ~~and Board of Trustees, and Board of Regents~~. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

**5.3.3. Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

**5.3.4. Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.



**5.4. Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

**5.4.1. Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

**5.4.2. Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

**5.4.3. Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

#### **5.4.4. Decision Making and Problem Solving**

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

#### **5.4.5. External Relations**

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

#### **5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents**

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

#### **5.4.7. Student Affairs**

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

### **5.5. Evaluation Report**

**5.5.1. Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

**5.5.2. Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

**5.5.3. Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

**5.5.4. Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the eChair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

**5.5.5. Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

**5.5.6. Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

**5.5.7. Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

## **5.6. Application of Evaluation Procedures to Commissioner**

**5.6.1. General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

**5.6.2. Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

### **SCHEDULE FOR EVALUATION OF PRESIDENTS**

| <b>GEO</b>                  | <b>EVALUATION</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>EVALUATION</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>EVALUATION</b> |
|-----------------------------|-------------------|----------------|----------------|----------------|-------------------|----------------|----------------|----------------|-------------------|
| College of Eastern Utah     | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Dixie State College         | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Salt Lake Community College | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Snow College                | 2007-08           | 2008-09        | 2009-10        | 2010-11        | 2011-12           | 2012-13        | 2013-14        | 2014-15        | 2015-16           |

|                                                 |                    |                    |                    |                    |                    |                    |                    |                    |                    |
|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Southern Utah University                        | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| University of Utah                              | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |
| Utah College of Applied Technology              | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| Utah State University                           | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> |
| Utah Valley State College <del>University</del> | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |
| Weber State University                          | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| Commissioner of Higher Education                | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |

| <u>Institution</u>                      | <u>Year of CEO Appointment</u> | <u>First Evaluation</u> | <u>Second Evaluation</u> | <u>Third Evaluation</u> |
|-----------------------------------------|--------------------------------|-------------------------|--------------------------|-------------------------|
| <u>Dixie State College</u>              | <u>2010</u>                    | <u>2011</u>             | <u>2015</u>              | <u>2019</u>             |
| <u>Salt Lake Community College</u>      | <u>2005</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Snow College</u>                     | <u>2007</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |
| <u>Southern Utah University</u>         | <u>2007</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |
| <u>University of Utah</u>               | <u>2004</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Utah State University</u>            | <u>2005</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Utah Valley University</u>           | <u>2009</u>                    | <u>2010</u>             | <u>2014</u>              | <u>2018</u>             |
| <u>Weber State University</u>           | <u>2002</u>                    | <u>2003</u>             | <u>2007</u>              | <u>2011</u>             |
| <u>Commissioner of Higher Education</u> | <u>2008</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |

The evaluations under this policy shall occur in the spring in lieu of the spring inventory under R208. Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Science degree in Applied Mathematics – Action Item

Issue

The University of Utah Mathematics Department requests approval to offer a Bachelor of Science Degree in Applied Mathematics, effective Spring 2010. This program was approved by the University of Utah Board of Trustees on January 12, 2010, and approved by the Regents' Program Review Committee on March 19, 2010.

Background

Professionals with solid mathematical and interdisciplinary skills are, and will continue to be, central players in addressing many of today's scientific, technological, medical, security, and societal challenges. The Applied Mathematics major will encourage students who love mathematics to explore one or more of these applications and connections as potential career paths, by tackling mathematically-intense upper-division courses available throughout the University. Conversely, this degree is designed to encourage and guide motivated students from other mathematically-oriented disciplines to strengthen their mathematical background by completing a double major.

Some students completing the Applied Mathematics major will enter the workforce directly and make significant contributions to business, industry or government; most will use the major as preparation for further career development. In addition to mathematics and mathematically-oriented disciplines such as computer science, engineering, medicine, physics, economics, business, and the earth sciences, many emerging fields require the combination of mathematical thinking and interdisciplinary skills.

A Spring '09 survey indicated that 30 students may be interested in majoring in Applied Mathematics. Another 30 undergraduates expressed interest in the Applied Mathematics program as a double major in addition to students' existing majors in science, mines, engineering and finance and economics.

The costs to the Mathematics Department are marginal. An estimated 300-700 student credit hours will be attached to the proposed program. The Mathematics Department generates 40,000 student credit hours. Also, the courses and faculty are already in place.

'Mathematician' was listed in the January 26, 2009 Wall Street Journal as a top career choice. Such careers as K-12 teaching, community college teaching, biotech, engineering (such as computer, civil, electrical, and mechanical), finance, and medicine require applied mathematical skills. In addition, numerous businesses in Utah hire graduates with strong mathematical skills, such as companies in aerospace, chemical and pharmaceuticals, energy, and various laboratories.

#### Policy Issues

The USHE institutions support the proposed program. There are no policy issues.

#### Commissioner's Recommendation

The Commissioner recommends the Regents review the Bachelor of Science degree in Applied Mathematics requested by the University of Utah, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success

Action Item

Request to Offer the Bachelor of Science in Applied Mathematics

University of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

March 24, 2010



## Section I: The Request

The University of Utah Mathematics Department requests approval to offer a Bachelor of Science Degree in Applied Mathematics, effective Spring 2010.

## Section II: Program Description

### Complete Program Description

Professionals with solid mathematical and interdisciplinary skills are, and will continue to be, central players in addressing many of today's scientific, technological, medical, security, and societal challenges. The Applied Mathematics major will encourage students who love mathematics to explore one or more of these applications and connections as potential career paths, by tackling mathematically-intense upper-division courses available throughout the University. Conversely, this degree is designed to encourage and guide motivated students from other mathematically-oriented disciplines to strengthen their mathematical background by completing a double major.

The interdisciplinary focus of the Applied Mathematics major distinguishes it from the existing Mathematics Major. Like the existing Major, the Applied Mathematics Major has core courses in calculus, physics, linear algebra, differential equations and introductory analysis. Additionally, students in the Applied Mathematics major take foundational courses which are especially important for interdisciplinary work: programming, discrete mathematics, probability/statistics and complex analysis. A course in numerical analysis replaces the second semester of theoretical analysis required for the Mathematics major. Applied Mathematics majors complete at least five courses beyond the core requirements. Up to three of these electives may be taken from other departments on campus as long as they have significant mathematical content and are approved by the Departmental adviser.

### Core coursework

| <i>Title</i>                      | <i>Catalog Number</i>                 | <i>CH</i> |
|-----------------------------------|---------------------------------------|-----------|
| Calculus                          | MATH 1210, 1220, 2210 (or equivalent) | 11        |
| Physics Sci/Eng                   | PHYS 2210, 2220 (or 3210, 3220)       | 8         |
| Discrete Mathematics/Intro Proofs | MATH 2200 or CS 2100                  | 3         |
| Linear Algebra                    | MATH 2270                             | 4         |
| Differential Equations            | MATH 2280 (or 2250 and 3150)          | 4 or 6    |
| Intro Programming                 | CS 1000 (or CS 1020, 1021, 2000)      | 3 or 4    |
| Foundations of Analysis I         | MATH 3210                             | 4         |
| Complex Analysis                  | MATH 3160 or 4200                     | 2 or 4    |
| Probability/Statistics            | MATH 5010 or 3070                     | 3 or 4    |
| Numerical Methods                 | MATH 5610 or 5600 (or equivalent)     | 4         |

(If student plans to take one semester of numerical analysis, they should take MATH 5600.)

### Electives

At least five courses from the following list and approved by the student's Mathematics advisor. Up to three courses from other departments may be substituted, as long as they have significant mathematical content and are approved by the advisor.

**Purpose of Degree**

Some students completing the Applied Mathematics major will enter the workforce directly and make significant contributions to business, industry or government; most will use the major as preparation for further career development. In addition to mathematics and mathematically-oriented disciplines such as computer science, engineering, medicine, physics, economics, business, and the earth sciences, many emerging fields require the combination of mathematical thinking and interdisciplinary skills.

**Institutional Readiness**

This major relies on the existing departmental infrastructure. New organizational structures will not be required. The courses utilized by the plan of study are already in place. The implementation of the Applied Mathematics major is likely to enhance the Department's usual and continual process of program and course modification, renewal and creation, just as this proposal is an outgrowth of that process. The enhancement will essentially be a cost-free side effect of the additional "experimental" data that will be obtained by tracking the Applied Mathematics major outcomes, in the same way and framework that faculty use to track the regular Math major.

**Faculty**

No additional faculty are required. The Mathematics and allied Departments already support the required classes.

**Staff**

No additional staff is required.

**Library and Information Resources**

No additional library and information resources are required.

**Admission Requirements**

The current open admission policy for the existing Mathematics major will hold for the Applied Mathematics major.

**Student Advisement**

For freshman and sophomore students, advising will begin with the Department's academic advisor. The program's expectations and requirements will be made explicit to each student verbally and in writing. The academic advisor will aid students in short- and long-term planning for their individual program of undergraduate study.

As students become more advanced, designated Applied Mathematics faculty members will assist students in selecting upper-division electives. When necessary, mathematics faculty will consult with faculty members in allied departments to find suitable external elective courses to meet a student's particular needs and interests.

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

To graduate under this program, in addition to the required course work, all Applied Mathematics Majors are required to:

- Earn a "C" or better and an overall GPA of at least 2.3 in major coursework.
- Complete an exit interview the semester the student graduates.

The overall GPA requirement for courses within the major is not currently required for the standard Mathematics major. Faculty instituted the GPA requirement for the Applied Mathematics major so that students who complete this major will display the industriousness and abilities which will predict their later success in challenging interdisciplinary mathematics careers. The Mathematics Department uses exit interviews with graduating students to solicit comments and suggestions about the strengths, weaknesses, and possible improvements for its programs, and to get information about students' future plans and careers.

Between 61 to 74 credit hours are required to complete the course work within the Applied Mathematics major. This range is within the accepted limits for a bachelor's program, and is somewhat more than the minimum of 56 credit hours required for the standard Mathematics major. The extra course work as compared to the Mathematics major reflects the fact that this interdisciplinary major requires competency in basic programming, combinatorics and statistics. Many of these extra topics also are required for majors in allied fields, facilitating completion of double majors without onerous total credit hour demands. Counting other University requirements, students receiving a BS in Applied Mathematics are required to complete at least 103 credit hours, at most 113 credit hours. This is within the 126 credit hour limit for a BS.

### External Review and Accreditation

External consultants were not involved in developing the program. No special accreditation is required.

### Projected Enrollment

| Year | Student Head Count | # of Faculty* | Student-to-Faculty Ratio** |
|------|--------------------|---------------|----------------------------|
| 1    | 20                 | 42            | 0.47:1                     |
| 2    | 30                 | 42            | 0.71:1                     |
| 3    | 40                 | 42            | 0.95:1                     |
| 4    | 50                 | 42            | 1.19:1                     |
| 5    | 50                 | 42            | 1.19:1                     |

\* total number of tenure track Math faculty.

\*\* marginal change in student to faculty ratio; current ratio (math majors:faculty) is approximately 6.74:1.

### Expansion of Existing Program

The proposed program adds coursework that is already offered and faculty who are already employed. It offers mathematics students an option to deepen their understanding of mathematics and its applications in a variety of STEM and non-STEM settings. Thus, it is an expansion but one already in place.

## Section III: Need

### Program Need

Areas of mathematics application are becoming increasingly broad. Beyond the traditional connections between applied mathematics, physics, and engineering, faculty are now seeing advances in biology, medicine, economics, finance, computer science, and even in the social sciences, that are being led by fundamentally mathematical ideas. Applied mathematics is aimed at building these interdisciplinary bridges, and the University of Utah is an ideal environment in which to build them. No other USHE

institution offers an Applied Mathematics major. To improve the educational opportunities for Utah citizens, and for the benefit of the state and country, Utah should have such a program.

### **Labor Market Demand**

The variety and importance of jobs for which an interdisciplinary mathematics background is important are two of the reasons that "Mathematician" was recently listed as the very top career choice in a national study, as reported in the January 26, 2009 *Wall Street Journal* article, "*Doing the math to find good jobs.*" A good source for careers requiring Applied Mathematics major skills is the *Society for Industrial and Applied Mathematics* (SIAM) website <http://www.siam.org/careers/thinking.php> . Ideally, students should begin exploring which of these careers might interest them while they are still undergraduates, and the Applied Mathematics major provides an effective framework to do this exploration and preparation. Past University of Utah Mathematics majors have graduated, possibly pursued further training or certification, and ultimately entered the work force in a variety of capacities and settings: education (K-12, junior college and senior university settings); biotech; engineering (computer, civil, electrical, mechanical); finance; public sector; medicine. See Appendix D for a list of businesses and entities that currently employ University of Utah graduates.

Possible career directions for Applied Mathematicians, as found on the SIAM website (<http://www.siam.org/careers/thinking/work.php>). A full list of potential employers can be found in Appendix E.

### **Student Demand**

According to a survey conducted in Spring 2009, approximately 30 current Utah Mathematics students may be interested in pursuing the Applied Mathematics major. This program of study will be attractive to the students of undergraduate programs residing in the University of Utah's Colleges of Science, Mines and Engineering, as well as to students in Finance and Economics programs. In an informal canvassing undertaken by an undergraduate, 30 students from allied programs listed their names and current majors expressed interest in a double major which would include Applied Mathematics. Bringing analytic and quantitative skills imparted through this degree program to jobs in the physical and life sciences, engineering, medical, or financial fields will give dual majors an advantage over single-degree holders in the competition for employment, or in post-graduate work leading to employment. Mathematically inclined students in the following majors could benefit from a double major in Applied Mathematics:

Accounting  
Architecture  
Biology  
Biology (teaching)  
Biomedical Engineering  
Chemical Engineering  
Chemistry  
Chemistry (teaching)  
Civil Engineering  
Computer Engineering  
Computer Science  
Earth Science Composite (teaching)  
Economics  
Electrical Engineering

Environmental Earth Science  
Environmental Studies  
Finance  
Geological Engineering  
Geology  
Geophysics  
Information Systems  
Material Science & Engineering  
Mechanical Engineering  
Metallurgical Engineering  
Meteorology  
Mining Engineering  
Pharmacy  
Physics (and teaching)

### **Similar Programs**

Successful Applied Mathematics major programs exist at many top-level academic institutions in the United States. In the western United States, some of the top programs are at the University of Arizona, UCLA, University of Colorado, University of Washington and UC Berkeley. According to the *Peterson's Guide*, 190 institutions offer Bachelors' degrees in Applied Mathematics. Currently, no such major is available at any USHE institution.

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

There was no collaboration as no other USHE institution offers the proposed program. Thus, no impact on other USHE institutions is expected.

### **Benefits**

Establishing this major will benefit the University of Utah, the USHE system, individual students, the state and the country by providing students with rigorous training in the tenets and tools of Applied Mathematics. Graduates of the program will ultimately be prepared to enter the workforce and make significant contributions. Some graduates will begin their careers directly after earning their bachelor's degree. For others, the training and interest in allied fields such as the potential dual majors will lead to post-graduate training in these allied fields, and this training will lead to careers like those listed earlier in this document.

### **Consistency with Institutional Mission**

This program is consistent with and appropriate to the University of Utah's mission to serve the wider community through "the discovery, creation and application of knowledge." Students will be able to utilize and disseminate their applied mathematical knowledge and skills throughout their career as they participate in Utah's job market. The interdisciplinary nature of the study of Applied Mathematics is consonant with the University's mission to "advance rigorous interdisciplinary inquiry."

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

### **Program Assessment**

#### *Primary Program goals:*

- #1: Provide the Utah job market with workers with a rigorous background in Applied Mathematics.
- #2: Give students a foundation of Mathematical skills to bring to applied problems.
- #3: Strengthen the mathematical background of students in allied majors by providing a viable path towards double majoring in mathematics.
- #4: Encourage students with interests in applied mathematics to investigate real world applications and potential career paths during their undergraduate years, through coursework and interactions in allied departments (see 'Labor Market Demand').
- #5: Increase the number of interdisciplinary students majoring in Applied Mathematics.

#### *Secondary Program goals:*

- #1: Increase educational and research collaborations among the faculty of the Mathematics Department with faculty in the allied departments.
- #2: Compete for training grants that support the development of foundational research and education programs for interdisciplinary study.

### *Program Assessment:*

The mathematics advisor will monitor students' progress and satisfaction through traditional indicators (GPA, enrollment numbers, program retention, post-graduation placement, graduation exit surveys) and required periodic one-on-one meetings with students. Other quantitative and qualitative indicators will be tracked and analyzed to assess the execution of program goals: frequency of student advising sessions; number of undergraduate research projects undertaken by majors; number of mathematics faculty collaborating with allied faculty on joint papers, cross-listed courses developed, co-mentoring of students in research settings, and the writing of interdisciplinary grant proposals.

After the third year of the program, the Department will initiate a review of the program. Student and faculty input and indicators (GPA, enrollment numbers, program retention, post-graduation placement, graduation exit surveys) will be compiled and analyzed. A group chosen from faculty in the allied departments, professionals in industry, and program graduates will be asked to evaluate the program's suitability and rigor. The external evaluators will be encouraged to offer criticism and possible directions for program improvements.

### **Expected Standards of Performance**

Competencies necessary for students who ultimately plan for a career in a mathematically-intensive field:

- 1) skill in programming, statistics, proofs, analysis, linear algebra, and numerical methods.
- 2) competence in upper-division mathematically-intense courses.
- 3) ability to model and analyze applied mathematics and interdisciplinary problems.

Foundational and elective coursework provides a foundation in the topics of applied mathematics and in the ability to think mathematically, to think logically, to develop models of real-world problems, to analyze these models, and to quickly learn the new concepts demanded by particular models.

The Applied Mathematics major requires a higher average GPA than the existing Mathematics major. This is an enhanced major; interdisciplinary work is challenging because it requires a broad base of competencies and the ability to see connections between seemingly disparate fields. It is challenging for a student to complete a double major. The students that are attracted from the allied fields will be the academically stronger and more industrious students. The Mathematics students who opt for the Applied Mathematics track will be more outward and forward looking in terms of their future career options.

## Section V: Finance

### Budget

| Financial Analysis Form         |            |            |             |            |            |
|---------------------------------|------------|------------|-------------|------------|------------|
|                                 | Year 1     | Year 2     | Year 3      | Year 4     | Year 5     |
| <b>Students</b>                 |            |            |             |            |            |
| Projected FTE Enrollment        | 10         | 15         | 20          | 25         | 25         |
| Cost Per FTE                    | 5000       | 5, 000     | 5, 000      | 5, 000     | 5, 000     |
| Student/Faculty Ratio           | .47        | .70        | .93         | 1.16       | 1.16       |
| Projected Head Count            | 20         | 30         | 40          | 50         | 50         |
|                                 |            |            |             |            |            |
| <b>Projected Tuition</b>        |            |            |             |            |            |
| Gross Tuition                   | 49, 540    | 74, 310    | 99, 080     | 123, 850   | 123, 850   |
| Tuition to Program              | 425, 168   | 525, 000   | 515, 000    | 510, 000   | 500, 000   |
|                                 |            |            |             |            |            |
| <b>5 Year Budget Projection</b> |            |            |             |            |            |
|                                 | Year 1     | Year 2     | Year 3      | Year 4     | Year 5     |
| <b>Expenditures</b>             |            |            |             |            |            |
| Salaries & Wages                | 6, 753,018 | 6, 318,977 | 6, 062,258  | 5, 893,231 | 6, 052,828 |
| Benefits                        | 1, 871,568 | 1, 749,488 | 1, 690,686  | 1, 626,157 | 1, 666,841 |
| Total Personnel                 | 8, 624,586 | 8, 068,465 | 7, 752,944  | 7, 519,388 | 7, 719,669 |
| Current Expense                 | 200,000    | 184,000    | 169,280     | 170,973    | 176,102    |
| Travel                          | 15,000     | 13,800     | 12,696      | 12,823     | 13,208     |
| Capital                         | 20,000     | 18,400     | 16,928      | 17,097     | 17,610     |
| Library Expense                 | 12,000     | 11,040     | 10,157      | 10,258     | 10,566     |
| Total Expense                   | 8, 871,586 | 8, 295,705 | 7, 962,005  | 7, 730,539 | 7, 937,155 |
|                                 |            |            |             |            |            |
| <b>Revenues</b>                 |            |            |             |            |            |
| Legislative Appropriation       | 8,096,674  | 7,448,940  | 6,853,025   | 6,921,555  | 7,129,202  |
| Grants & Contracts              | 314,177    | 289,043    | 265,919     | 268,579    | 276,636    |
| Donations                       | 0          | 0          | 0           | 0          | 0          |
| Reallocation                    | 30,000     | 27,600     | 25,392      | 25,646     | 26,415     |
| Tuition to Program              | 425, 168   | 525, 000   | 515, 000    | 510, 000   | 500, 000   |
| Fees                            | 5,567      | 5,122      | 4,712       | 4,759      | 4,902      |
| Total Revenue                   | 8, 871,586 | 8, 295,705 | 7, 962, 005 | 7, 730,539 | 7, 937,155 |
|                                 |            |            |             |            |            |
| <b>Difference</b>               |            |            |             |            |            |
| Revenues - Expenditures         | 0          | 0          | 0           | 0          | 0          |

**Budget Comments**

FTE is estimated as half projected head count. Math Department cost per FTE ranges from \$3000-7000, depending on undergraduate course level. Gross Tuition is calculated as the cost of 15 SCH per semester, times estimated FTE.

Tuition to Program is for the entire Mathematics Department, and represents the fraction of student tuition sent as "productivity money" to the Department from the administration. It is based on changes in marginal credit hours as compared to a baseline year which was set at semester transition. These numbers have been updated from summer 2009 to agree with current year numbers in Year 1. The rise in Year 2 is expected to occur partly because, as of fall 2009, the Mathematics Department teaches the math courses formerly taught by Adult, Outreach and Continuing Education, as negotiated with the University administration. The projected annual SCH from the proposed applied math major range from 300 to 700, approximately 1-2% of the approximately 40,000 SCH taught per year by Mathematics. Students with applied math as a primary major will actually take fewer classes in math than if housed entirely in the Mathematics Department, and would likely have been math majors without the new option. Students from allied majors who choose to double major in math will take additional classes in the Mathematics Department. Thus, any net additional SCH are projected to be much less than the gross 300-700 SCH computation. For these reasons, the net effect of an Applied Mathematics major on returned tuition will be minimal.

Given the current state of the economy, the Mathematics Department projects an 8% cut in Legislative Appropriations, Grants, and Reallocations in Years 2 and 3. A turn-around is projected in the following years with increases of 1% in Year 4 and 3% in Year 5.

**Funding Sources**

This program utilizes the existing Departmental and University infrastructure. No new faculty, staff, or resources are needed.

**Reallocation**

No reallocation of funds will be required by the proposed program.

**Impact on Existing Budgets**

The current Mathematics base budget will cover this program. The existing Mathematics majors will not be affected.



## Appendix A: Program Curriculum

### All Program Courses

| <i>Title</i>                      | <i>Catalog Number</i>                 | <i>CH</i>       |
|-----------------------------------|---------------------------------------|-----------------|
| Calculus                          | MATH 1210, 1220, 2210 (or equivalent) | 11              |
| Physics Sci/Eng                   | PHYS 2210, 2220 (or 3210, 3220)       | 8               |
| Discrete Mathematics/Intro Proofs | MATH 2200 or CS 2100                  | 3               |
| Linear Algebra                    | MATH 2270                             | 4               |
| Differential Equations            | MATH 2280 (or 2250 & 3150)            | 4 or 6          |
| Intro Programming                 | CS 1000 (or CS 1020, 1021, 2000)      | 3 or 4          |
| Foundations of Analysis I         | MATH 3210                             | 4               |
| Complex Analysis                  | MATH 3160 or 4200                     | 2 or 4          |
| Probability/Statistics            | MATH 5010 or 3070                     | 3 or 4          |
| Numerical Methods                 | MATH 5610 or 5600 (or equivalent)     | 4               |
| <b>Core Courses</b>               | <b>Sub-total</b>                      | <b>46 to 52</b> |
| <b>Elective Courses</b>           | <b>Sub-total</b>                      | <b>15 to 22</b> |
|                                   | <b>Total</b>                          | <b>61 to 74</b> |

| <i>Mathematics Elective Courses</i> |                 | <i>CH</i> |
|-------------------------------------|-----------------|-----------|
| Foundations of Analysis II          | MATH 3220       | 4         |
| Medical Mathematics                 | MATH 3900       | 4         |
| Intro to Number Theory              | MATH 4400       | 3         |
| Intro to Topology                   | MATH 4510       | 3         |
| Fluid Dynamics                      | MATH 4750       | 3         |
| Undergraduate Research Math.        | MATH 4800       | 3         |
| Actuarial Mathematics               | MATH 5030       | 3         |
| Stochastic Processes I, II          | MATH 5040, 5050 | 3 or 3    |
| Statistical Inference I, II         | MATH 5080, 5090 | 3 or 3    |
| Mathematical Biology I, II          | MATH 5110, 5120 | 3 or 3    |
| Real Analysis                       | MATH 5210       | 4         |
| Applied Fourier Analysis            | MATH 5215       | 3         |
| Matrix Analysis                     | MATH 5250       | 3         |
| Modern Algebra I                    | MATH 5310       | 3         |
| Intro ODE I, II                     | MATH 5410, 5420 | 4 or 3    |
| Intro PDE                           | MATH 5440       | 3         |
| Chaos & Nonlinear Systems           | MATH 5470       | 3         |
| Numerical Analysis I, II            | MATH 5610, 5620 | 4 or 3    |
| Applied Mathematics I, II           | MATH 5710, 5720 | 3 or 3    |
| Mathematical Modeling               | MATH 5740       | 3         |
| Topics in Applied Math              | MATH 5750       | 3         |
| Intro Math Finance I, II            | MATH 5760, 5765 | 3 or 3    |

| <b><i>Physics Elective Courses</i></b>                    |           | <b><i>CH</i></b> |
|-----------------------------------------------------------|-----------|------------------|
| Modern Optics I & II                                      | PHYS 3410 | 4                |
| Intro to Quantum Theory & Relativity                      | PHYS 3740 | 3                |
| Principles of Thermodynamics & Statistical Mechanics      | PHYS 3760 | 3                |
| Classical Mechanics I                                     | PHYS 4410 | 4                |
| Classical Mechanics II                                    | PHYS 4420 | 4                |
| Theoretical Classical Mechanics & Quantum Mechanics       | PHYS 5010 | 3                |
| Theoretical Electricity & Magnetism & Statistical Physics | PHYS 5020 | 3                |
| Introduction to Nuclear & Particle Physics                | PHYS 5110 | 3                |
| Introduction to Quantum Mechanics                         | PHYS 5450 | 4                |
| Quantum Mechanics & Statistical Mechanics                 | PHYS 5460 | 4                |
| Solid-State Physics I                                     | PHYS 5510 | 3                |
| Solid-State Physics II                                    | PHYS 5520 | 3                |
| Introduction to Disordered Solids                         | PHYS 5530 | 3                |
| Extragalactic Astronomy & Cosmology                       | PHYS 5580 | 3                |

| <b><i>Civil &amp; Environmental Engineering Elective Courses</i></b> |            | <b><i>CH</i></b> |
|----------------------------------------------------------------------|------------|------------------|
| Structural Analysis I                                                | CVEEN 3210 | 3                |
| Hydraulics                                                           | CVEEN 3410 | 4                |
| Structural Analysis II                                               | CVEEN 5210 | 3                |
| Quantitative Methods in Transportation Operation                     | CVEEN 5530 | 3                |
| Nuclear Engineering I with Laboratory                                | CVEEN 5700 | 4                |
| Applied Nuclear Engineering with Lab                                 | CVEEN 5710 | 4                |

| <b><i>Electrical &amp; Computer Engineering Elective Courses</i></b> |          | <b><i>CH</i></b> |
|----------------------------------------------------------------------|----------|------------------|
| Fundamentals of Electromagnetics & Transmission Lines                | ECE 3300 | 4                |
| Fundamentals of Signals & Systems                                    | ECE 3500 | 4                |
| Introduction to Feedback Systems                                     | ECE 3510 | 4                |
| Introduction to Quantum Theory & Relativity                          | ECE 3740 | 3                |
| Introduction to Microwave Tubes & Electron Devices                   | ECE 5330 | 3                |
| Numerical Techniques in Electromagnetics                             | ECE 5340 | 3                |
| Random Processes                                                     | ECE 5510 | 3                |
| Digital Communication Systems                                        | ECE 5520 | 3                |
| Digital Signal Processing                                            | ECE 5530 | 3                |
| Survey of Function Approximation Methods                             | ECE 5550 | 3                |
| Control of Electric Motors                                           | ECE 5570 | 3                |

| <b><i>Biomedical Engineering Elective Courses</i></b> |            | <b><i>CH</i></b> |
|-------------------------------------------------------|------------|------------------|
| Biophysics                                            | BIOEN 5001 | 4                |
| Engineering Principles in Bioinstrumentation          | BIOEN 5101 | 4                |
| Biomechanics                                          | BIOEN 5201 | 4                |
| Principles of Ultrasound                              | BIOEN 5480 | 3                |

| <i>Computer Science Elective Courses</i> |         | <i>CH</i> |
|------------------------------------------|---------|-----------|
| CS 4150: Algorithms                      | CS 4150 | 3         |
| CS 4550: Simulation                      | CS 4550 | 3         |
| CS 5150: Advanced Algorithms             | CS 5150 | 3         |
| CS 5310: Robotics                        | CS 5310 | 3         |
| CS 5320: Computer Vision                 | CS 5320 | 3         |
| CS 5630: Scientific Visualization        | CS 5630 | 3         |

| <i>Chemical &amp; Fuels Engineering Elective Courses</i> |            | <i>CH</i> |
|----------------------------------------------------------|------------|-----------|
| Fluid Mechanics                                          | CH EN 3353 | 3         |
| Heat Transfer                                            | CH EN 3453 | 3         |
| Process Design                                           | CH EN 4253 | 3         |

| <i>Mechanical Engineering Elective Courses</i>  |            | <i>CH</i> |
|-------------------------------------------------|------------|-----------|
| Reliability Engineering                         | ME EN 5030 | 3         |
| Quality Assurance Engineering                   | ME EN 5040 | 3         |
| Advanced Modeling & Control                     | ME EN 5200 | 3         |
| State Space Methods (also listed as CH EN 5203) | ME EN 5210 | 3         |
| Advanced Strength of Materials                  | ME EN 5300 | 3         |
| Vibrations                                      | ME EN 5400 | 3         |
| Intermediate Dynamics                           | ME EN 5410 | 3         |
| Engineering Elasticity                          | ME EN 5500 | 3         |
| Introduction to Finite Elements                 | ME EN 5510 | 3         |
| Intermediate Thermodynamics                     | ME EN 5600 | 3         |
| Modern Physics in Engineering                   | ME EN 5610 | 3         |
| Intermediate Fluid Dynamics                     | ME EN 5700 | 3         |
| Aerodynamics                                    | ME EN 5710 | 3         |
| Computational Fluid Dynamics                    | ME EN 5720 | 3         |
| Thermal Systems Design                          | ME EN 5810 | 3         |

| <i>Meteorology Elective Courses</i> |            | <i>CH</i> |
|-------------------------------------|------------|-----------|
| Dynamic Meteorology                 | ATMOS 5110 | 3         |
| Physical Meteorology                | ATMOS 5210 | 3         |
| Remote Sensing of the Environment   | ATMOS 5410 | 3         |
| Biophysical Ecology                 | ATMOS 5495 | 4         |
| Synoptic Meteorology I              | ATMOS 5530 | 3         |
| Synoptic Meteorology II             | ATMOS 5540 | 3         |

| <i>Materials Science &amp; Engineering Elective Courses</i> |          | <i>CH</i> |
|-------------------------------------------------------------|----------|-----------|
| Thermodynamics of Solids                                    | MSE 5032 | 4         |
| Kinetics of Solid-State Processes                           | MSE 5034 | 3         |
| Transport Phenomena in Materials Science & Engineering      | MSE 5061 | 3         |
| Semiconductor Device Physics II                             | MSE 5202 | 3         |

|                                 |          |   |
|---------------------------------|----------|---|
| Semiconductor Device Physics II | MSE 5202 | 3 |
| Introduction to Composites      | MSE 5475 | 3 |

|                                                          |            |                  |
|----------------------------------------------------------|------------|------------------|
| <b><i>Metallurgical Engineering Elective Courses</i></b> |            | <b><i>CH</i></b> |
| Proton Exchange Membrane Fuel Cells                      | MET E 5610 | 3                |
| Mineral Processing I                                     | MET E 5670 | 3                |
| Mineral Processing II                                    | MET E 5680 | 3                |
| Hydrometallurgy                                          | MET E 5700 | 3                |
| High-temperature Chemical Processing                     | MET E 5710 | 4                |
| Rate Processes                                           | MET E 5750 | 3                |
| Process Synthesis, Design, & Economics                   | MET E 5760 | 4                |

|                                                         |            |                  |
|---------------------------------------------------------|------------|------------------|
| <b><i>Mining Engineering Elective Courses</i></b>       |            | <b><i>CH</i></b> |
| Mine Ventilation & Air Conditioning                     | MG EN 5050 | 3                |
| Heat Energy Systems                                     | MG EN 5060 | 3                |
| Mechanics of Materials                                  | MG EN 5150 | 3                |
| Rock Mechanics Applications                             | MG EN 5160 | 3                |
| Introduction to Finite Element Modeling in Geomechanics | MG EN 5290 | 3                |
| Hydraulic Systems                                       | MG EN 5320 | 3                |

|                                                          |          |                  |
|----------------------------------------------------------|----------|------------------|
| <b><i>Geology &amp; Geophysics Elective Courses</i></b>  |          | <b><i>CH</i></b> |
| Geophysics                                               | GEO 3010 | 3                |
| Structural Geology & Tectonics                           | GEO 3060 | 3                |
| Global Geophysics                                        | GEO 5060 | 3                |
| Igneous Geodynamics                                      | GEO 5110 | 3                |
| Geochemical Thermodynamics & Transport                   | GEO 5120 | 3                |
| Seismology I: Tectonophysics & Elastic Waves             | GEO 5210 | 3                |
| Seismology II: Exploration & Engineering Seismology      | GEO 5220 | 3                |
| Physical Fields I: Gravity, Magnetism, & Thermal Physics | GEO 5230 | 3                |
| Physical Fields II: Electromagnetic Methods              | GEO 5240 | 3                |
| Inversion Theory & Applications                          | GEO 5250 | 3                |
| Heat & Fluids                                            | GEO 5310 | 3                |
| Signal & Image Processing in the Geosciences             | GEO 5320 | 3                |
| Earthquake Seismology & Hazard Assessment                | GEO 5330 | 3                |
| Groundwater                                              | GEO 5350 | 3                |
| Fluid Dynamics of Earth Materials                        | GEO 5360 | 3                |
| Solute Transport & Subsurface Remediation                | GEO 5390 | 3                |

|                                          |           |                  |
|------------------------------------------|-----------|------------------|
| <b><i>Economics Elective Courses</i></b> |           | <b><i>CH</i></b> |
| Intermediate Microeconomic Analysis      | ECON 4010 | 3                |
| Intermediate Macroeconomic Analysis      | ECON 4020 | 3                |

|                                        |  |                  |
|----------------------------------------|--|------------------|
| <b><i>Finance Elective Courses</i></b> |  | <b><i>CH</i></b> |
|----------------------------------------|--|------------------|

|                                 |            |           |
|---------------------------------|------------|-----------|
| <i>Finance Elective Courses</i> |            | <i>CH</i> |
| Fundamentals of Investing       | FINAN 3000 | 3         |
| Financial Management            | FINAN 3040 | 3         |
| Introduction to Investments     | FINAN 3050 | 3         |

## Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and credit hours. This section should preferably be presented in tables similar to the table found in Appendix A.

### Applied Mathematics Major

#### Freshman Year: Fall

| <i>Title</i>          | <i>Catalog Number</i>       | <i>CH</i> |
|-----------------------|-----------------------------|-----------|
| Calculus I            | MATH 1250 (or 1220 or 1270) | 4         |
| Physics Sci/Eng I     | PHYS 2210 (or 3210)         | 4         |
| College Writing       | WRTG 2010                   | 3         |
| General Ed Elective 1 |                             | 3         |
| <b>Sub-total</b>      |                             | <b>14</b> |

#### Freshman Year: Spring

| <i>Title</i>          | <i>Catalog Number</i>         | <i>CH</i> |
|-----------------------|-------------------------------|-----------|
| Calculus II           | MATH 1260 (or 2210 or 1280)   | 4         |
| Physics Sci/Eng II    | PHYS 2220 (or 3220)           | 4         |
| Intro Programming     | CS 1000 (or 1020, 1021, 2000) | 3         |
| General Ed Elective 2 |                               | 3         |
| <b>Sub-total</b>      |                               | <b>14</b> |

#### Sophomore Year: Fall

| <i>Title</i>                  | <i>Catalog Number</i>  | <i>CH</i> |
|-------------------------------|------------------------|-----------|
| Discrete Math                 | MATH 2200 (or CS 2100) | 3         |
| Linear Algebra                | MATH 2700              | 4         |
| General Ed Elective 3         |                        | 3         |
| American Institution Elective |                        | 3         |
| <b>Sub-total</b>              |                        | <b>13</b> |

#### Sophomore Year: Spring

| <i>Title</i>              | <i>Catalog Number</i> | <i>CH</i>       |
|---------------------------|-----------------------|-----------------|
| Probability/Statistics    | MATH 3070 (or 5010)   | 3 or 4          |
| Differential Equations    | MATH 2280             | 4               |
| Foundations of Analysis I | MATH 3210             | 4               |
| General Ed Elective 4     |                       | 3               |
| <b>Sub-total</b>          |                       | <b>14 to 15</b> |

#### Junior Year: Fall

| <i>Title</i>     | <i>Catalog Number</i> | <i>CH</i> |
|------------------|-----------------------|-----------|
| Major Elective 1 |                       | 3 or 4    |

|                                      |                     |                 |
|--------------------------------------|---------------------|-----------------|
| Major Elective 1                     |                     | 3 or 4          |
| Numerical Methods                    | MATH 5610 (or 5600) | 4               |
| History of Math (or other CW course) | MATH 3010           | 3               |
| <b>Sub-total</b>                     |                     | <b>13 to 15</b> |

### Junior Year: Spring

| <i>Title</i>          | <i>Catalog Number</i>         | <i>CH</i>       |
|-----------------------|-------------------------------|-----------------|
| Complex Analysis      | MATH 3160 (or 4200)           | 2 or 3          |
| Numerical Analysis II | MATH 5620 (or other elective) | 3 or 4          |
| General Ed Elective 5 |                               | 3 or 4          |
| Major Elective 3      |                               | 3               |
| <b>Sub-total</b>      |                               | <b>11 to 14</b> |

### Senior Year: Fall

| <i>Title</i>          | <i>Catalog Number</i> | <i>CH</i>       |
|-----------------------|-----------------------|-----------------|
| Elective              |                       | 3               |
| General Ed Elective 6 |                       | 3               |
| Diversity Elective    |                       | 3 to 5          |
| Major Elective 4      |                       | 3 to 4          |
| <b>Sub-total</b>      |                       | <b>12 to 15</b> |

### Senior Year: Spring

| <i>Title</i>           | <i>Catalog Number</i> | <i>CH</i>       |
|------------------------|-----------------------|-----------------|
| Elective               |                       | 3               |
| Elective               |                       | 3               |
| Major Elective 5       |                       | 3 to 4          |
| International Elective |                       | 3               |
| <b>Sub-total</b>       |                       | <b>12 to 13</b> |

**Total** **103 to 113**

## Mechanical Engineering and Applied Mathematics Double Major

### Freshman Year: Fall

| <i>Title</i>                   | <i>Catalog Number</i> | <i>CH</i>       |
|--------------------------------|-----------------------|-----------------|
| Calculus I                     | MATH 1270 (or 1220)   | 4               |
| General Ed Elective 1          |                       | 3               |
| Intro to Robotic System Design | ME EN 1000            | 3               |
| General Chemistry I            | CHEM 1210             | 4               |
| General Chemistry Laboratory I | CHEM 1215             | 1 to 6          |
| <b>Sub-total</b>               |                       | <b>15 to 20</b> |

### Freshman Year: Spring

| <i>Title</i>                      | <i>Catalog Number</i> | <i>CH</i> |
|-----------------------------------|-----------------------|-----------|
| Calculus II                       | MATH 1280 (or 2210)   | 4         |
| Physics Sci/Eng I                 | PHYS 2210 (or 3210)   | 4         |
| Statics and Strength of Materials | ME EN 1300            | 4         |
| College Writing                   | WRTG 2010             | 3         |
| <b>Sub-total</b>                  |                       | <b>15</b> |

### Sophomore Year: Fall

| <i>Title</i>       | <i>Catalog Number</i> | <i>CH</i>   |
|--------------------|-----------------------|-------------|
| Intro Unix         | CS 1010               | 0.5         |
| Matlab/C++         | CS 1000               | 3           |
| ODEs               | MATH 2250             | 3           |
| Physics Sci/Eng II | PHYS 2220 (or 3220)   | 4           |
| Dynamics           | ME EN 2080            | 4           |
| Material Science   | MSE 2160              | 3           |
| <b>Sub-total</b>   |                       | <b>17.5</b> |

### Sophomore Year: Spring

| <i>Title</i>                                    | <i>Catalog Number</i> | <i>CH</i> |
|-------------------------------------------------|-----------------------|-----------|
| Thermodynamics I                                | ME EN 2300            | 2         |
| Numerical Techniques in Engineering             | ME EN 2450            | 2         |
| Linear Algebra                                  | MATH 2270             | 4         |
| Electrical & Computer Engineering for Nonmajors | ECE 2210              | 3         |
| Concurrent Engineering I: Manufacturing         | ME EN 2650            | 3         |
| Manufacturing Laboratory                        | ME EN 2655            | 1         |
| American Institutions                           |                       | 3         |
| <b>Sub-total</b>                                |                       | <b>18</b> |



**Sophomore Year: Summer**

| <i>Title</i>         | <i>Catalog Number</i>  | <i>CH</i>     |
|----------------------|------------------------|---------------|
| Discrete Mathematics | MATH 2200 (or CS 2100) | 3             |
| PDEs for Engineers   | MATH 3150              | 2             |
| Applied Statistics   | MATH 3070 (or 5010)    | 3 or 4        |
| <b>Sub-total</b>     |                        | <b>8 to 9</b> |

**Junior Year: Fall**

| <i>Title</i>                    | <i>Catalog Number</i> | <i>CH</i>   |
|---------------------------------|-----------------------|-------------|
| Thermodynamics II               | ME EN 3600            | 3           |
| Fluid Mechanics                 | ME EN 3700            | 4           |
| Applied Complex Variables       | MATH 3160             | 2           |
| Mechatronics I                  | ME EN 3200            | 4           |
| Strength of Materials           | ME EN 3300            | 4           |
| Professionalism & Ethic Seminar | ME EN 3900            | 0.5         |
| <b>Sub-total</b>                |                       | <b>17.5</b> |

**Junior Year: Spring**

| <i>Title</i>                              | <i>Catalog Number</i> | <i>CH</i>       |
|-------------------------------------------|-----------------------|-----------------|
| Concurrent Engineering I: Manufacturing   | ME EN 2650            | 3               |
| Foundations of Analysis I                 | MATH 3210             | 4               |
| Mechatronics II                           | ME EN 3210            | 4               |
| Structured Engineering Design Methodology | ME EN 3910            | 3               |
| ME/MATH Technical Elective                |                       | 3 to 6          |
| <b>Sub-total</b>                          |                       | <b>17 to 20</b> |

**Junior Year: Summer**

| <i>Title</i>                 | <i>Catalog Number</i> | <i>CH</i>      |
|------------------------------|-----------------------|----------------|
| ME/MATH Technical Elective   |                       | 3 to 6         |
| Survey of Numerical Analysis | MATH 5600             | 4              |
| <b>Sub-total</b>             |                       | <b>7 to 10</b> |

**Senior Year: Fall**

| <i>Title</i>               | <i>Catalog Number</i> | <i>CH</i>       |
|----------------------------|-----------------------|-----------------|
| General Ed Elective        |                       | 3               |
| General Ed Elective        |                       | 3               |
| General Ed Elective        |                       | 3               |
| ME/MATH Technical Elective |                       | 3 to 6          |
| Diversity Elective         |                       | 3               |
| Engineering Design I       | ME EN 4000            | 3               |
| <b>Sub-total</b>           |                       | <b>18 to 21</b> |

**Senior Year: Spring**

| <i>Title</i>               | <i>Catalog Number</i> | <i>CH</i>  |           |            |
|----------------------------|-----------------------|------------|-----------|------------|
| General Ed Elective        |                       | 3          |           |            |
| General Ed Elective        |                       | 3          |           |            |
| Concurrent Engineering II  | ME EN 4050            | 2          |           |            |
| Engineering Design II      | ME EN 4010            | 3          |           |            |
| ME/MATH Technical Elective |                       | 3          | to        | 6          |
| ME/MATH Technical Elective |                       | 3          | to        | 6          |
| <b>Sub-total</b>           |                       | <b>17</b>  |           | <b>23</b>  |
| <b>Total</b>               |                       | <b>150</b> | <b>to</b> | <b>171</b> |

## Appendix C: Faculty

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

| Name                                      | Position                     | PhD  |                                 |                                          |
|-------------------------------------------|------------------------------|------|---------------------------------|------------------------------------------|
|                                           |                              | Year | Area                            | Institution                              |
| <a href="#">Adler, Fred</a>               | Professor                    | 1991 | Mathematical Ecology            | Cornell University                       |
| Alali, Bacim                              | Assistant Professor/Lecturer | 2008 | Partial Differential Equations  | Louisiana State University               |
| <a href="#">Alfeld, Peter</a>             | Professor                    | 1977 | Approximation Theory            | University of Dundee                     |
| <a href="#">Balk, Alexander</a>           | Professor                    | 1988 | Nonlinear Phenomena             | Moscow Institute of Physics & Technology |
| <a href="#">Bertram, Aaron</a>            | Professor                    | 1989 | Algebraic Geometry              | UCLA                                     |
| <a href="#">Bestvina, Mladen</a>          | Distinguished Professor      | 1984 | Topology                        | University of Tennessee                  |
| <a href="#">Borisjuk, Alla</a>            | Assistant Professor          | 2002 | Mathematical Biology            | New York University                      |
| <a href="#">Bressloff, Paul</a>           | Professor                    | 1988 | Mathematical Biology            | Kings College                            |
| <a href="#">Bromberg, Ken</a>             | Associate Professor          | 1998 | Topology                        | UC Berkeley                              |
| <a href="#">Brooks, Robert</a>            | Professor                    | 1963 | Topological Algebra             | Louisiana State University               |
| <a href="#">Cashen, Christopher</a>       | Assistant Professor/Lecturer | 2007 | Group Theory                    | University of Illinois - Chicago         |
| <a href="#">Cherkaev, Andrei</a>          | Professor                    | 1979 | Applied Mathematics             | Leningrad Polytechnical Institute        |
| <a href="#">Cherkaev, Elena</a>           | Professor                    | 1988 | Applied Mathematics             | Leningrad University                     |
| <a href="#">Ciubotaru, Dan M.</a>         | Assistant Professor          | 2004 | Lie Groups                      | Cornell University                       |
| <a href="#">Conus, Daniel</a>             | Assistant Professor          | 2008 | Probability Theory              | Swiss Federal Institute of Technology    |
| <a href="#">de Fernex, Tommaso</a>        | Associate Professor          | 2002 | Algebraic Geometry              | University of Illinois - Chicago         |
| <a href="#">Dillies, Jimmy</a>            | Assistant Professor/Lecturer | 2006 | Algebraic Geometry              | University of Pennsylvania               |
| <a href="#">Dobson, David</a>             | Professor                    | 1990 | Applied Mathematics             | Rice University                          |
| Docampo Alvarez, Roi                      | Assistant Professor/Lecturer | 2009 | Algebraic Geometry              | University of Illinois - Chicago         |
| Du, Jian                                  | Research Assistant Professor | 2008 | Mathematical Biology            | SUNY Stonybrook                          |
| <a href="#">Easton, Robert W.</a>         | Assistant Professor/Lecturer | 2008 | Algebraic Geometry              | Stanford                                 |
| <a href="#">Ethier, Stewart</a>           | Professor                    | 1975 | Applied Probability             | University of Wisconsin                  |
| <a href="#">Fogelson, Aaron</a>           | Professor                    | 1982 | Mathematical Physiology         | New York University                      |
| <a href="#">Golden, Ken</a>               | Professor                    | 1984 | Applied Mathematics             | New York University                      |
| <a href="#">Guevara-Vasquez, Fernando</a> | Assistant Professor/Lecturer | 2008 | Differential Equations          | Rice University                          |
| <a href="#">Gustafson, Grant</a>          | Professor                    | 1968 | Ordinary Differential Equations | Arizona State University                 |
| <a href="#">Hacon, Chris</a>              | Professor                    | 1998 | Algebraic Geometry              | UCLA                                     |

|                                        |                              |      |                                            |                                            |
|----------------------------------------|------------------------------|------|--------------------------------------------|--------------------------------------------|
| Hecht, Henryk                          | Associate Chair              | 1974 | Lie Groups                                 | Columbia University                        |
| <a href="#">Horvath, Lajos</a>         | Professor                    | 1982 | Probability & Statistics                   | Szeged University                          |
| <a href="#">Huang, Hsiang-Ping</a>     | Research Assistant Professor | 1999 | Functional Analysis                        | National Tsing Hua University              |
| <a href="#">Jiang, Yungfeng</a>        | Assistant Professor/Lecturer | 2007 | Number Theory                              | University of British Columbia             |
| <a href="#">Joseph, Mathew</a>         | Assistant Professor/Lecturer | 2009 | Stochastics                                | University of Wisconsin - Madison          |
| <a href="#">Keener, Jim</a>            | Distinguished Professor      | 1972 | Applied Mathematics                        | CalTech                                    |
| <a href="#">Khoshnevisan, Davar</a>    | Professor                    | 1989 | Probability & Statistics                   | UC Berkeley                                |
| <a href="#">Kim, Peter Sehoon</a>      | Research Assistant Professor | 2007 | Mathematical Biology                       | Stanford University                        |
| <a href="#">Korevaar, Nick</a>         | Professor                    | 1981 | Differential Geometry, PDEs                | Stanford University                        |
| <a href="#">Lakurigi, Enkeleida K.</a> | Assistant Professor/Lecturer | 2008 | Algebraic Geometry                         | University of Pennsylvania                 |
| <a href="#">Lee, Yuan-Pin</a>          | Associate Professor          | 1999 | Algebraic Geometry                         | UC Berkeley                                |
| Lin, Joyce                             | Assistant Professor/Lecturer | 2009 | Fluid Mechanics                            | UNC Chapel Hill                            |
| <a href="#">Lodh, Remi Shankar</a>     | Assistant Professor/Lecturer | 2008 | Algebraic Geometry                         | Rheinische Friedrich-Wilhelms Universitaet |
| <a href="#">Macri, Emanuele</a>        | Assistant Professor/Lecturer | 2006 | Stability Conditions                       | SISSA, Trieste                             |
| <a href="#">Milicic, Dragan</a>        | Professor                    | 1973 | Lie Groups                                 | University of Zagreb                       |
| <a href="#">Milton, Graeme</a>         | Distinguished Professor      | 1985 | Materials and Fluids                       | Cornell University                         |
| <a href="#">Niziol, Wieslawa</a>       | Associate Professor          | 1991 | Algebraic Geometry                         | Princeton University                       |
| <a href="#">Onofrei, Daniel T.</a>     | Assistant Professor/Lecturer | 2007 | Partial Differential Equations             | Worcester Polytechnic Institute            |
| <a href="#">Paupert, Julien</a>        | Assistant Professor/Lecturer | 2007 | Geometry                                   | Universite Pierre-et-Marie-Curie           |
| <a href="#">Rassoul-Agha, Firas</a>    | Associate Professor          | 2003 | Probability Theory                         | New York University                        |
| <a href="#">Roberts, Paul</a>          | Professor                    | 1974 | Commutative Algebra                        | McGill University                          |
| <a href="#">Savin, Gordan</a>          | Professor                    | 1988 | Automorphic Forms                          | Harvard University                         |
| <a href="#">Schmitt, Klaus</a>         | Professor                    | 1967 | Nonlinear Analysis, Differential Equations | University of Nebraska                     |
| <a href="#">Singh, Anurag</a>          | Associate Professor          | 1998 | Commutative Algebra                        | University of Michigan                     |
| Sircar, Sarthok                        | Research Assistant Professor | 2009 | Mathematical Biology                       | University of South Carolina               |
| <a href="#">Smale, Nathan</a>          | Professor                    | 1987 | Differential Geometry                      | UC Berkeley                                |
| Stirling, Spencer                      | Assistant Professor/Lecturer | 2008 | Math and Physics                           | University of Texas at Austin              |
| Tao, Jing                              | Assistant Professor/Lecturer | 2009 | Geometry                                   | University of Illinois - Chicago           |
| <a href="#">Taylor, Joe</a>            | Professor                    | 1964 | Group Representations                      | Louisiana State University                 |
| <a href="#">Toledo, Domingo</a>        | Professor                    | 1972 | Differential Geometry                      | Cornell University                         |
| <a href="#">Toth, Damon J. A.</a>      | Research Assistant Professor | 2007 | Mathematical Biology                       | University of Washington                   |

|                                    |                                 |      |                                                |                              |
|------------------------------------|---------------------------------|------|------------------------------------------------|------------------------------|
| <a href="#">Trapa, Peter</a>       | Associate Professor             | 1998 | Lie Groups                                     | MIT                          |
| <a href="#">Treibergs, Andrejs</a> | Professor                       | 1980 | Differential Geometry                          | Stanford University          |
| <a href="#">Trombi, Peter</a>      | Professor                       | 1970 | Lie Groups                                     | University of Illinois       |
| Tucker, Don                        | Professor                       | 1958 | Differential Equations,<br>Functional Analysis | University of Texas          |
| <a href="#">Wortman, Kevin</a>     | Assistant Professor             | 2003 | Topology                                       | University of Chicago        |
| Yao, Lingxing                      | Research Assistant<br>Professor | 2008 | Mathematical Biology                           | University of North Carolina |
| Zajac, Mark                        | Research Assistant<br>Professor | 2008 | Mathematical Biology                           | Notre Dame University        |
| <a href="#">Zhu, Jingyi</a>        | Associate Professor             | 1989 | Computational Fluid<br>Dynamics                | New York University          |

## Appendix D: Sample of Current Employers of Undergraduate Alumni

|                                             |                                                 |
|---------------------------------------------|-------------------------------------------------|
| Allegiance Inc                              | MITRE Corporation                               |
| Alpine School District                      | Models for Learning, Inc.                       |
| American Pacific                            | Mound Valley Electric                           |
| ATG Inc                                     | Murray City School District                     |
| Big Horn County School District #4          | Nemean Networks                                 |
| BluePoint Pool Service, LLC                 | New York University                             |
| Boise School District                       | Niche Associates                                |
| Bonneville Power Administration             | North Slope Borough School District             |
| C.R. Bard (Bard Access Systems)             | OnDialog, Inc.                                  |
| California Air Resources Board              | Provo School District                           |
| Calypso Technology                          | Raytheon                                        |
| Church of Jesus Christ of Latter-Day-Saints | Reliant Energy                                  |
| Clark County School District                | Rowland Hall St Marks                           |
| Clark Planetarium                           | Salt Lake Community College                     |
| COMPanion Corp.                             | Salt Lake County Library System                 |
| Connecticut Technical High School System    | Stress Engineering Services                     |
| Davis School District                       | Summit County Park City                         |
| Deutsche Bank Securities                    | Technicolor                                     |
| EMIA                                        | The Boeing Company                              |
| Eons, Inc.                                  | The Hartford Financial Services                 |
| Equation Consulting                         | The McGillis School                             |
| Exploratorium                               | The Modellers                                   |
| Fitchburg State College                     | The Ritz-Carlton Hotel Company                  |
| General Dynamics                            | The Winter Sports School in Park City           |
| General Electric                            | Travelers                                       |
| Goldman Sachs                               | U.S. Department of State                        |
| Google                                      | University of Utah Hospital                     |
| Grace School District                       | University of California, Santa Barbara         |
| Granite School District                     | University of Chicago, Department of Statistics |
| Harford Community College                   | University of Rochester Medical Center          |
| HealthInsight                               | Department of Orthopedics                       |
| Henderson Trauman, PC                       | University of Utah                              |
| IBM                                         | University of Utah School of Medicine           |
| iCrossing                                   | University of Utah, Department of Pediatrics    |
| IM Flash Technologies                       | University of Wisconsin                         |
| Ingenix                                     | US Army Combined Arms Center                    |
| InterContinental Hotels Group               | US Government                                   |
| Jacobs                                      | US NAVY                                         |
| Jordan School District                      | Utah Department of Health                       |
| Kohler Co.                                  | Utah Department of Technology Services          |
| Lincoln Financial Advisors                  | Utah Dept of Health                             |
| Mercer                                      | UVU                                             |
| Merit Medical                               | Wake Forest University Baptist Medical Center   |
| Metropolitan State University               | Walgreens                                       |
| Michael F. Pingree M.D. P.C.                | Wasatch Electric                                |

Waterford School  
Xapio

Zion Bancorporation

## Appendix E: Potential Employers

- Aerospace and transportation equipment manufacturers such as The Aerospace Corporation; Boeing; Ford Motor Co.; General Motors; Lockheed Martin; and United Technologies.
- Chemical and pharmaceutical manufacturers such as DuPont; GlaxoSmithKline; Kodak; Merck & Co., Inc.; Pfizer; and Wyeth.
- Communications service providers such as Clear Channel Communications; Qwest Communications; and Verizon.
- Computer service and software firms such as Adobe; Google, Inc.; Kuberre Systems; The MathWorks, Inc.; Mentor Graphics; Microsoft Research; Mosek; MSC Software Corporation; Palo Alto Research Center; ThomsonWest; and Yahoo Research.
- Consulting firms such as Daniel H. Wagner Associates and McKinsey & Company.
- Electronics and computer manufacturers such as Bell Laboratories, Alcatel-Lucent; Hewlett-Packard; Honeywell; IBM Corporation; Motorola; Philips Research; and SGI.
- Energy systems firms such as Lockheed-Martin Energy Research Corporation and the Schatz Energy Research Center (SERC).
- Engineering research organizations such as AT&T Laboratories – Research; Exxon Research and Engineering; NEC Laboratories America, Inc.; Schlumberger-Doll Research; and Telcordia Technologies.
- Federally funded contractors such as the Mitre Corporation and RAND.
- Financial service and investment management firms such as Citibank; Moody's Corporation; Morgan Stanley; and Prudential.
- International government agencies such as the Defence Science and Technology Organisation, DSTO (Australia); French Atomic Energy Commission, CEA/DAM; and National Research Council Canada.
- Medical device companies such as Baxter Healthcare; Boston Scientific; and Medtronic.
- Nonprofit organizations such as the American Institute of Mathematics (AIM) and SIAM.
- Producers of petroleum and petroleum products such as Amoco; Exxon Research and Engineering; and Petróleo Brasileiro S/A, Petrobras.
- Publishers such as Birkhauser and Springer.
- University-based research organizations such as the Institute for Advanced Study; the Institute for Mathematics and Its Applications (IMA); and the Mathematical Sciences Research Institute (MSRI).
- U.S. government agencies such as the Institute for Defense Analyses (IDA); NASA's Institute for Computer Applications in Science and Engineering; National Institute of Standards and Technology (NIST); National Security Agency (DIRSNA); Naval Surface Warfare Center, Dahlgren Division; Supercomputing Research Center; and the U.S. Department of Energy.
- U.S. government labs and research offices such as the Air Force Office of Scientific Research; Lawrence Berkeley National Laboratory; Los Alamos National Laboratory; Oak Ridge National Laboratory; Pacific Northwest National Laboratory; and Sandia National Laboratories.

*Aerospace and transportation equipment manufacturers* such as The Aerospace Corporation; Boeing; Ford Motor Co.; General Motors; Lockheed Martin; and United Technologies.

*Chemical and pharmaceutical manufacturers* such as DuPont; GlaxoSmithKline; Kodak; Merck & Co., Inc.; Pfizer; and Wyeth.



*Communications service providers* such as Clear Channel Communications; Qwest Communications; and Verizon.

*Computer service and software firms* such as Adobe; Google, Inc.; Kuberre Systems; The MathWorks, Inc.; Mentor Graphics; Microsoft Research; Mosek; MSC Software Corporation; Palo Alto Research Center; ThomsonWest; and Yahoo Research.

*Consulting firms* such as Daniel H. Wagner Associates and McKinsey & Company.

*Electronics and computer manufacturers* such as Bell Laboratories, Alcatel-Lucent; Hewlett-Packard; Honeywell; IBM Corporation; Motorola; Philips Research; and SGI.

*Energy systems firms* such as Lockheed-Martin Energy Research Corporation and the Schatz Energy Research Center (SERC).

*Engineering research organizations* such as AT&T Laboratories – Research; Exxon Research and Engineering; NEC Laboratories America, Inc.; Schlumberger-Doll Research; and Telcordia Technologies.

*Federally funded contractors* such as the Mitre Corporation and RAND.

*Financial service and investment management firms* such as Citibank; Moody's Corporation; Morgan Stanley; and Prudential.

*International government agencies* such as the Defence Science and Technology Organisation, DSTO (Australia); French Atomic Energy Commission, CEA/DAM; and National Research Council Canada.

*Medical device companies* such as Baxter Healthcare; Boston Scientific; and Medtronic.

*Nonprofit organizations* such as the American Institute of Mathematics (AIM) and SIAM.

*Producers of petroleum and petroleum products* such as Amoco; Exxon Research and Engineering; and Petróleo Brasileiro S/A, Petrobras.

*Publishers* such as Birkhauser and Springer.

*University-based research organizations* such as the Institute for Advanced Study; the Institute for Mathematics and Its Applications (IMA); and the Mathematical Sciences Research Institute (MSRI).

*U.S. government agencies* such as the Institute for Defense Analyses (IDA); NASA's Institute for Computer Applications in Science and Engineering; National Institute of Standards and Technology (NIST); National Security Agency (DIRSNA); Naval Surface Warfare Center, Dahlgren Division; Supercomputing Research Center; and the U.S. Department of Energy.

*U.S. government labs and research offices* such as the Air Force Office of Scientific Research; Lawrence Berkeley National Laboratory; Los Alamos National Laboratory; Oak Ridge National Laboratory; Pacific Northwest National Laboratory; and Sandia National Laboratories.

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Ph.D. degree in Pharmacotherapy Outcomes Research and Health Policy – Action Item

Issue

The University of Utah requests approval to offer a Doctor of Philosophy (Ph.D.) degree in Pharmacotherapy Outcomes Research and Health Policy, effective Fall 2010. This program was approved by the University of Utah Board of Trustees on January 12, 2010, and approved by the Regents' Program Review Committee on March 19, 2010.

Background

The proposed program, to improve health care and medication use, will prepare students for careers in Pharmacotherapy Outcomes Research and Health Policy. Potential students will be trained to analyze clinical and economic outcomes. These students will develop competencies in health economics, epidemiology, research design and biostatistics. The Ph.D., which will be in addition to the Doctor of Pharmacy (which is practitioner oriented), will prepare students to conduct outcomes research in pharmacotherapy.

Pharmacotherapy outcomes are major issues for physicians, pharmacists, and other health professionals. Policy makers, insurance companies, managed care organizations, and patients make significant resource allocation decisions based on pharmacotherapy outcomes research. To prepare scholars capable of analyzing clinical and economic outcomes from pharmacotherapy requires substantial education and training beyond that necessary to practice as a clinician.

In the first year, students will take required courses in health economics, biostatistics, research design, and epidemiology in preparation for qualifying examinations and development of a dissertation proposal. The goal of this coursework is to expose students to the tools necessary for conducting outcomes research in pharmacotherapy. Following coursework, students will take qualifying examinations and form a supervisory committee for advancement to the dissertation. Students who pass the qualifying examinations will create a dissertation proposal, develop and defend a dissertation that demonstrates their ability to conduct independent scholarship in pharmacotherapy outcomes research.

The three existing Ph.D. programs in the College of Pharmacy, as the names imply, train Ph.D. students in basic, laboratory-based pharmaceutical sciences. The Ph.D. program in Pharmacotherapy Outcomes Research and Health Policy will train Ph.D. students in the applied sciences of pharmacoeconomics (health economics as applied to medication use), pharmacoepidemiology (epidemiological principles as applied to medication use), and outcomes research (evidence-based use of medications) as relevant to health and medication use policy. At present, no Ph.D.-level training in pharmacotherapy outcomes research exists within the University of Utah, although faculty in complementary departments and Ph.D. programs in Economics, Biomedical Informatics, and Public Health participate in research projects and M.S. supervisory committees with Department of Pharmacotherapy faculty.

The Department will admit a maximum of three students per year until faculty resources can be increased.

#### Policy Issues

The USHE institutions support the proposed program. There are no policy issues.

#### Commissioner's Recommendation

The Commissioner recommends the Regents review the Ph.D. degree in Pharmacotherapy Outcomes Research and Health Policy requested by the University of Utah, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success

Action Item

Request to Offer the Ph.D. in Pharmacotherapy Outcomes Research and Health Policy

University of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

March 24, 2010

## **SECTION I: The Request**

The University of Utah requests approval to offer a Doctor of Philosophy (Ph.D.) in Pharmacotherapy Outcomes Research and Health Policy, effective Fall 2010.

Pharmacotherapy outcomes are major issues for physicians, pharmacists, and other health professionals. Policy makers, insurance companies, managed care organizations, and patients make significant resource allocation decisions based on pharmacotherapy outcomes research. To prepare scholars capable of analyzing clinical and economic outcomes from pharmacotherapy requires substantial education and training beyond that necessary to practice as a clinician. The Department of Pharmacotherapy at the University of Utah has a rich history of training advanced practice pharmacists, through both the College of Pharmacy's Doctor of Pharmacy (PharmD) program and Master of Science in Pharmacotherapy program. However, the Department currently does not offer an academic doctoral program (Doctor of Philosophy, or Ph.D.) that specifically trains individuals for research-based careers in outcomes-based pharmacotherapy research. The Department of Pharmacotherapy wishes to expand on the department's current Master of Science program to form a Ph.D. program in Pharmacotherapy Outcomes Research and Health Policy.

## **SECTION II: Program Description**

The program in Pharmacotherapy Outcomes Research and Health Policy will train students so that they have core competencies in health economics, epidemiology, research design, and statistics and how these disciplines are applied to health policy decisions. In the first year, students will take required courses in health economics, biostatistics, research design, and epidemiology in preparation for qualifying examinations and development of a dissertation proposal. The goal of this coursework is to expose students to the tools necessary for conducting outcomes research in pharmacotherapy. Following coursework, students will take qualifying examinations and form a supervisory committee for advancement to the dissertation. Students who pass the qualifying examinations will create a dissertation proposal, develop and defend a dissertation that demonstrates their ability to conduct independent scholarship in pharmacotherapy outcomes research.

### **Complete Program Description**

The doctoral program in Pharmacotherapy Outcomes Research and Health Policy requires a minimum of 66 credit hours. These required credit hours must be taken from five different areas (specific course offering within each area are listed in Appendix A):

1. Pharmacotherapy Core Courses: minimum 11 credit hours required
2. Health and Health Policy Emphasis Courses: 24 credit hours required
3. Research Seminar and Pharmacotherapy Outcomes Journal Club: 1 credit per semester; minimum 8 credit hours required (4 seminar, 4 JC)
4. Dissertation credits: 14 minimum credit hours required
5. Electives to suit the needs of the individual student: 9 credit hours minimum required

### **Supervisory Committee**

Students in the doctoral program in Pharmacotherapy Outcomes Research and Health Policy will form a

supervisory committee after successful completion of two semesters of coursework (minimum of 18 credit hours). The supervisory committee must consist of five members. Three members must be from the Department of Pharmacotherapy at the University of Utah. One of the members will be designated the chair of the student's supervisory committee. The two additional committee members must be from outside the Department of Pharmacotherapy. The chair and majority membership must be regular faculty or have a justified exception approved by the Graduate School. The supervisory committee will have the responsibility for approving the student's academic program, approving and judging the qualifying examination, approving the dissertation subject and final dissertation, and administering and judging the dissertation defense.

### Qualifying Examination

Ph.D. Candidates for Pharmacotherapy Outcomes Research and Health Policy will be required to take the qualifying examinations at the completion of a minimum of three semesters of course work (minimum 24 credit hours). The proposal topic for the qualifying examination must be approved by student's supervisory committee. The Qualifying Exam will consist of two parts: a written proposal covering the student's approved area of emphasis and an oral examination involving a defense of the student's written proposal. The student's supervisory committee will be responsible for evaluating and grading the written proposal and judging the accuracy of the oral defense. Students must pass the qualifying examination to advance to candidacy.

### Dissertation

Students will be required to submit a dissertation with the results of the student's dissertation research. The dissertation will be judged and approved by the student's supervisory committee. Students will be required to perform an oral dissertation defense. At least three weeks before the dissertation defense, the student will submit a written draft of the dissertation to the chair of the supervisory committee who will distribute copies to the supervisory committee.

### **Institutional Readiness**

The Department of Pharmacotherapy conducted its annual strategic planning retreat in December of 2008. The faculty considered the creation of a Ph.D. program one of the main objectives of this retreat. The faculty believe that a Ph.D. program will expand the Department's research agenda and commitment to outcomes research and health policy and increase the scholarly activity of faculty.

The Department currently offers an M.S. in Pharmacotherapy; therefore, essential resources such as administrative and technical support are in place. The College of Pharmacy conducted a ground-breaking ceremony for a new building in August, 2009. The completion of this new building will allow the outcomes research facilities to meet the space demands of additional future graduate students.

The size of the faculty was a consideration in determining the readiness of the Department of Pharmacotherapy to offer a doctorate degree. The Department currently has seven tenure-track faculty members, four research track members and 13 clinical track faculty members who are actively engaged in an ongoing research agenda. The faculty members have established collaborative relationships with faculty members in other departments, providing a diversity of opportunities for mentoring and access to research

facilities. The Department of Pharmacotherapy faculty members are also in active collaboration with faculty from the Departments of Family and Preventative Medicine, Pediatrics, and Internal Medicine, and many of these collaborating faculty members have expressed interest in contributing to the training and mentorship of Ph.D. students. The Department also has been proactive in addressing the faculty size issue and has received blanket exception from Dean Wight for three of the research track faculty members to serve as chairs and majority members of supervisory committees. The Department will also limit enrollment in the doctoral program to no more than three new students per year until faculty members can be added to the program.

## Faculty

The faculty has a strong record of scholarship that has been steadily increasing over the past several years. The faculty's research has been extensively published in the peer-reviewed journals, such as *Journal of Managed Care Pharmacy*, *Annals of Epidemiology*, *International Journal of Clinical Practice*, *Journal of Antimicrobial Chemotherapy*, *American Journal of Health System Pharmacy*, *Health Services Research*, *Medical Care*, *Pediatrics*, and *Current Medical Research and Opinion*. Several members of the faculty have received institutional, regional, national and international awards for their research efforts. The faculty represent senior leadership in numerous national and international professional societies including: the International Society for Pharmacoeconomics and Outcomes Research, Academy of Managed Care Pharmacy, American Society of Health System Pharmacists, Pharmacotherapy Specialty Council, Utah Society of Health System Pharmacists, American Association of Colleges of Pharmacy, American Society of Health-System Pharmacy and American College of Clinical Pharmacy. The demonstrated excellence in scholarship of the Department insures that potential Ph.D. students will be immersed in a productive scholarly environment. The following faculty list includes regular, research and clinical faculty who will support the doctoral program:

- Regular Core Faculty  
Diana I. Brixner, RPh, PhD  
Michael J. Goodman, PhD  
Arthur G. Lipman, PharmD, FASHP  
Mark A. Munger, PharmD  
Nancy A. Nickman, MS, PhD  
Gary M. Oderda, PharmD, MPH  
Joanne LaFleur, PharmD, MSPH
- Research Core Faculty  
Frederick S. Albright, MS, PhD  
Carl V. Asche, PhD, MBA  
Joseph E. Biskupiak, PhD, MBA  
Carrie McAdam-Marx, RPh, MS, PhD
- Clinical Core Faculty  
Barbara Insley Crouch, PharmD, MSPH  
Kamila Dell, PharmD, BCPS

Karen M. Gunning, PharmD  
Brandon T. Jennings, PharmD  
Sarah S. Feddema, PharmD, BCPS  
Lynda H. Oderda, PharmD  
Patricia L. Orlando, PharmD  
William J. Rusho, MS  
Laura Shane-McWhorter, PharmD  
Morgan Sayler, PharmD  
William J. Stilling, RPh, MS, JD  
Linda S. Tyler, PharmD  
David C. Young, PharmD

The Department of Pharmacotherapy has been successful in hiring two new tenure-track outcomes research-focused faculty members this academic year. These hires were the result of two separate searches to fill open tenure track positions – one search was conducted for three years and the second search remained open for a third year. The existence of a Ph.D. program in the Department of Pharmacotherapy will allow the Department to recruit the best and brightest PharmD and M.S. students to continue Ph.D.-level education, in addition to expanding recruitment of Ph.D. students from other institutions for retention as faculty at the University of Utah (“grow your own faculty”).

### **Staff**

No additional professional staff would be needed to support the doctoral program in the Department. Because of the limited number of students to be admitted to the program initially, the existing staff in the Department of Pharmacotherapy will be able to provide support to the program. Over time, the Department’s consolidation in a new building in late 2011 will provide increased capacity of staff to support the graduate program.

### **Library and Information Resources**

The existing resources of the Eccles Health Science Library are adequate for support of this doctoral program.

### **Admission Requirements**

Applicants for admission to the proposed program must be admitted by the graduate school and the Department of Pharmacotherapy. Applicants should have a strong interest in research and teaching. Applicants should also have a master’s or clinical doctoral degree. Exceptional students with a bachelor’s degree and compelling clinical research experience in health sciences will be considered.

The following information must be submitted to the graduate school:

1. Graduate admission application
2. Official transcripts of undergraduate and graduate course work
3. For international students, a Test of English as a Foreign Language (TOEFL) score.

The following information must be submitted to the Department of Pharmacotherapy:

1. A current *Curriculum Vitae*



2. Report of the Graduate Record Exam taken within the past five years
3. A written statement (less than 1000 words) of research experience and interest, and long-term career goals
4. 3-5 letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral program

Admission to the doctoral program in Pharmacotherapy Outcomes and Health Policy will require:

1. Acceptance to the graduate school at the University of Utah
2. A minimum grade point average of 3.0 in all college work and a record of the Graduate Record Exam
3. Availability of faculty mentor resources that match the student's research interests
4. TOEFL score of at least 550, if applicable.

### **Student Advisement**

Upon admission into the doctoral program, each student will be matched with a faculty advisor. This faculty advisor will assist the student in developing a plan of study and will oversee the composition of a supervisory committee that will be identified after the student's first year. The supervisory committee must be approved by the faculty advisor and will be responsible for providing additional advisement to the student throughout his or her course of study.

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

A minimum of 66 credits is required by the doctoral program in Pharmacotherapy Outcomes and Health Policy. Examination processes and dissertation evaluation are consistent with other Ph.D. programs at the University.

### **External Review and Accreditation**

The Ph.D. program in Pharmacotherapy Outcomes Research and Health Policy is not subject to external review and accreditation, except as required for the University of Utah's Northwest Accreditation process. The Department's graduate programs abide by the University of Utah Graduate School periodic (6 year) review process that includes both campus and external university reviewers (see Section IV: Program and Student Assessment).

### **Projected Enrollment**

The Department will admit a maximum of three students per year until faculty resources can be increased. Most of these students will be new students; however, some of the current M.S. students may be interested in applying for the new Ph.D. program.

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio |
|------|-------------------|--------------|--------------------------|
| 2010 | 3                 | 24           | 0.125                    |
| 2011 | 3 + 3             | 24           | 0.25                     |
| 2012 | 3 + 6             | 24           | 0.375                    |
| 2013 | 3 + 9             | 24           | .5                       |
| 2014 | 3 + 12            | 24           | .625                     |

## **Expansion of Existing Program**

Not applicable.

## **SECTION III: Need**

### **Institutional Need**

The Department of Pharmacotherapy is one of four departments in the College of Pharmacy. The remaining three departments (Medicinal Chemistry, Pharmaceutics/Pharmaceutical Chemistry, and Pharmacology & Toxicology) have long-standing and distinguished Ph.D. programs. As one of the premier research-intensive Colleges of Pharmacy in the US and the only state-supported College of Pharmacy in Utah, Department of Pharmacotherapy faculty wish to contribute to the research and training legacy of the College through development of a Ph.D. program in Pharmacotherapy Outcomes Research and Health Policy. The Department currently offers a Master of Science (MS) in Pharmacotherapy (for consistency, the name of which will be petitioned to change to M.S. in Pharmacotherapy Outcomes Research and Health Policy when the Ph.D. program proposal is approved) that admits three to five students per year. However, no other Ph.D. level of training in Pharmacotherapy Outcomes and Health Policy or similar degree programs exist in the Western US, except as noted below (University of Washington and University of Arizona).

Although three other Ph.D. programs potentially provide focused areas of education for University of Utah students who wish to attain additional education, none of those programs provides further education in evidence-based evaluation of medications and the impact of medication use policy on patient-centered and population-based care.

The College of Pharmacy supports dual-degree programming for Doctor of Pharmacy (PharmD) students, through a program that allows current PharmD students to simultaneously complete both a PharmD and Ph.D. in one of the three existing basic pharmaceutical science Ph.D. programs. At such time that the Ph.D. in Pharmacotherapy Outcomes Research and Health Policy is able to satisfactorily mentor PharmD students in the dual-degree program, Department faculty would also be supportive and encouraging of student participation. The 2005 University of Utah Graduate Council Review of the M.S. program also recommended that the Department continue to plan for a Ph.D. program.

### **Professional Need and Labor Market Demand**

As outlined above, the Department of Pharmacotherapy conducted two separate tenure-track outcomes research faculty searches for a combined total of five years, while successfully recruiting two tenure-track Ph.D.-level faculty members in that same time period. Numerous national pharmacy education reports on faculty workforce issues [*American Association of Colleges of Pharmacy (AACP) 2006/2007 Council of Faculties/Council of Deans Joint Task Force on Faculty Workforce*, and *American Foundation for Pharmaceutical Education and Gateway to Research* programs] have noted that although pharmacy education faces the same issues as other disciplines related to a “graying of the faculty,” other market forces are expanding the labor market for Ph.D.-trained pharmaceutical scientists at a time when Ph.D. programs are already unable to keep up with demand from the pharmaceutical and healthcare industries.

This issue is particularly acute in pharmaceutical education, because schools and colleges of pharmacy have increased enrollments and new schools have developed in order to meet the shortage of practicing pharmacists available in the US. Compounding the faculty workforce issue are shortages of scientists capable of working in industry and higher wages paid in the healthcare sector that encourage students to practice pharmacy rather than entertain additional educational opportunities.

Specifically related to pharmacotherapy outcomes research and the practice of evidence-based medicine, only Ohio State, Arizona, Texas-Austin, and Washington specifically focus on the production of pharmaceutical scientists trained in the methods and analysis of medication-related outcomes research. From 1990 to present, the number of doctorally-prepared graduates broadly classified as trained in the "Social and Administrative Sciences" has hovered around 300 individuals [*Academic Pharmacy Now*, May/June 2008]. Although approximately 40 Ph.D. students per year are produced by the 13 programs outlined below, perhaps 25% of these students (10/year nationally) are trained as pharmacotherapy outcomes researchers. Given recent reports from the Institute of Medicine (IOM) on health professions education (2003) and preventing medication errors (2007), outcomes research and the practice of evidence-based medicine are specifically mentioned as methods which the US health care system can use to improve healthcare and medication use safety. Finally, the National Institutes of Health (NIH) *Roadmap for Biomedical Research* also specifically mentions "outcomes researchers" as essential to the collaborative, translational science atmosphere inherent in present and future "bench to bedside" research programs. The Department of Pharmacotherapy is uniquely poised to embark on development of a Ph.D. program in Pharmacotherapy Outcomes Research and Health Policy that is timely and will be one of only a few growth areas in the biomedical sciences where the educational enterprise cannot keep up with demand for the product.

### **Student Demand**

Although exact numbers of students who desire Ph.D.-level training in Pharmacotherapy Outcomes Research is difficult to tabulate, former and current departmental M.S. students who desire Ph.D.-level training are currently referred to University of Utah Ph.D. programs in Economics, Biomedical Informatics or Public Health. Faculty from the Department currently serve as committee members for both M.S. and Ph.D. students in these local departments. Current and/or potential students with specific interests in Pharmacotherapy Outcomes Research are referred to one of the Ph.D. programs listed below. Similar national programs with which the proposed program would be competitive are those to which the faculty currently refer students: Arizona, Texas-Austin, and Washington.

### **Similar Programs**

There are no similar programs within the USHE. The 13 programs below (some more productive with regard to graduates than others) are currently available, although only Arizona and Colorado are within the Intermountain West. Department of Pharmacotherapy faculty are recruited on a national and international basis; the expectation would also be to recruit from local pharmacy school graduates with additional interest in a national and international pool of applicants.

| Institution                              | Program                                                                                                                            | Number of Credit Hrs                                                                                 | Administrating Department                                        |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| The Ohio State University                | MS & PhD Pharmaceutical Administration                                                                                             | 135 quarter credits (core, elective, thesis)                                                         | Division of Pharmacy Practice and Administration                 |
| University of Arizona                    | MS & PhD Pharmaceutical Economics, Policy and Outcomes Track                                                                       | 80 semester credits (core, elective, thesis)                                                         | Pharmaceutical Sciences Graduate Program                         |
| University of Colorado                   | PhD Pharmaceutical Outcomes Research emphasis area                                                                                 | 30 semester credits minimum; research rotations; seminars                                            | Pharmaceutical Sciences Graduate Program                         |
| University of Florida                    | PhD Pharmacy Health Care Administration; emphasis in pharmacoepidemiology, pharmacoeconomics, or patient safety and medication use | 36 semester credits (core), in addition to emphasis courses and thesis                               | Department of Pharmacy Health Care Administration                |
| University of Maryland                   | PhD Pharmaceutical Health Services Research                                                                                        | 30 semester credit core, 12 credits in research emphasis area, thesis                                | Department of Pharmaceutical Health Services Research            |
| University of Michigan                   | PhD Social and Administrative Sciences                                                                                             | 36 semester credits (core), in addition to elective courses and thesis                               | Department of Social and Administrative Sciences                 |
| University of Minnesota                  | PhD Social and Administrative Pharmacy track                                                                                       | Minimum of 34 semester credits minimum(core), 12 credits minor/supporting program, 24 credits thesis | Graduate Program in Social, Administrative and Clinical Pharmacy |
| University of North Carolina-Chapel Hill | PhD Pharmaceutical Outcomes and Policy                                                                                             | 46 semester credits (core), in addition to elective courses and thesis                               | Division of Pharmaceutical Outcomes and Policy                   |
| University of Rhode Island               | PhD Pharmacoepidemiology and Pharmacoeconomics                                                                                     | 72 semester credits (core, elective, thesis)                                                         | Department of Pharmacy Practice                                  |
| University of South Carolina             | PhD Pharmaceutical Sciences Pharmacy Administration option                                                                         | 55 semester credits ), in addition to 12 minor credits and thesis                                    | Department of Pharmaceutical and Health Outcome Sciences         |
| University of Texas-Austin               | MS & PhD Pharmacy Administration                                                                                                   | 30 Semester Credits for PhD beyond Masters (does not include thesis credits)                         | Department of Pharmacy Administration                            |
| University of Washington                 | PhD Pharmaceutical Outcomes Research & Policy                                                                                      | 126 quarter credits (core, elective, thesis)                                                         | Department of Pharmacy                                           |

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

None. The University of Utah contains the only College of Pharmacy and Department of Pharmacotherapy among the institutions in the USHE.

### **Benefits**

The current thesis-based M.S. in Pharmacotherapy program admits three to five well-qualified students per year, with a graduation rate of two students per year (program was updated and re-designed in 2005 to reflect outcomes research focus). One unusual aspect of the current M.S. program is a programmatic tie to advanced pharmacy practice administrative residencies at University Hospital Pharmacy Services and Intermountain Healthcare Pharmacy Services. These two-year residency experiences are accredited by the American Society of Health-System Pharmacists (ASHP). Although managed separately through the Department of Pharmacotherapy and the University of Utah Graduate School, exceptional administrative residents are encouraged to complete a concurrent M.S. in Pharmacotherapy. This collegial arrangement with the two hospitals also provides a level of academic administrative training to administrative residents that is specific to their desired employment sphere: health systems pharmacy practice administration. Practicing pharmacists who completed the M.S. degree prior to 2005 also successfully work in managed care, the pharmaceutical and healthcare industry, government, or academia. Department faculty also assume that some of these students would be interested in completion of Ph.D.-level studies in Pharmacotherapy Outcomes Research and Health Policy; thus, this program would also provide local pharmacists with options for graduate study that are not currently available beyond the M.S.-level of training.

### **Consistency with Institutional Mission**

The mission of the Ph.D. in Pharmacotherapy Outcomes Research and Health Policy is consistent with the University of Utah Mission Statement: "...to serve the people of Utah and the world through the discovery, creation and application of knowledge...." The graduate program mission is consistent with the University of Utah Health Sciences Center Mission ("To serve the public by improving health and quality of life" accomplished via a commitment to "excellence in education, research and clinical care."), and the College of Pharmacy Mission Statement which advances "health care related to optimal medication outcomes through education and training." As described previously under Institutional Need, the College of Pharmacy has a rich and long-standing tradition of world leaders, both on the faculty, and as graduates of M.S. and Ph.D. level training. The primary outcome goal of the Ph.D. in Pharmacotherapy Outcomes Research and Health Policy would be to educate productive teachers, researchers and professional thought leaders.

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

### **Program Assessment**

This program is not subject to accreditation from any agency. As a graduate program at the University of Utah, the program will be subject to review from the Graduate Council. In addition, the College of Pharmacy will evaluate the program as it currently evaluates the programs in other departments within the college. This includes:

The faculty of the Department of Pharmacotherapy will use these assessment tools to conduct an internal review of the program on an annual basis. Until the program matures, this review will be conducted informally as a meeting of the core faculty in the Ph.D. program.

### Expected Standards of Performance

Graduates of the P.D. program will have specific knowledge of one of the general areas of outcomes research: epidemiology or economics. These graduates will become researchers, scholars, teachers, and planners in academia, government, and industry. The graduates will have the skills required to lead in Universities and other settings where pharmaceutical outcomes research is practiced and taught. Students will acquire these skills through the completion of the graduation requirements. These are:

1. Coursework: Students in the Ph.D. program will be expected to complete coursework in health economics, biostatistics, epidemiology, and research design during their first year to develop the tools to conduct independent scholarship in pharmaceutical outcomes research.
2. Supervisory Committee: Students will form a supervisory committee after the successful completion of three semesters. This committee will approve electives, approve and judge the qualifying examination, approve dissertation subject and final written dissertation, and judge the final oral examination.
3. Qualifying Examinations: At the end of the required coursework, students will take a qualifying examination that assesses their knowledge within their specific discipline and of the tools of outcomes research.
4. Dissertation: After successful completion of the Qualifying Examination and advancement to candidacy, students will develop a proposal for the dissertation and complete and defend the research.

### Section V: Finance

| Financial Analysis Form for All R401 Documents |             |             |             |             |             |
|------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
|                                                | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
| <b>Students</b>                                |             |             |             |             |             |
| Projected FTE Enrollment                       | 1.0         | 2.0         | 3.0         | 4.0         | 4.0         |
| Cost Per FTE                                   | \$25,300.00 | \$25,300.00 | \$25,300.00 | \$26,000.00 | \$26,000.00 |
| Student/Faculty Ratio                          | 1/12        | 1/6         | 1/4         | 1/3         | 1/3         |
| Projected Headcount                            | 2           | 4           | 6           | 8           | 8           |
| <b>Projected Tuition</b>                       |             |             |             |             |             |
| Gross Tuition                                  | 14,000      | 28,000      | 42,000      | 56,000      | 56,000      |
| Tuition to Program                             | 1140        | 2280        | 3420        | 4560        | 4560        |
|                                                |             |             |             |             |             |

| 5 Year Budget Projection  |           |            |            |            |            |
|---------------------------|-----------|------------|------------|------------|------------|
|                           | Year 1    | Year 2     | Year 3     | Year 4     | Year 5     |
| <b>Expense</b>            |           |            |            |            |            |
| Salaries & Wages          | 50,000.00 | 100,000.00 | 150,000.00 | 200,000.00 | 200,000.00 |
| Benefits                  | 1,000.00  | 2,000.00   | 3,000.00   | 4,000.00   | 4,000.00   |
| Total Personnel           | 0.00      | 0.00       | 0.00       | 0.00       | 0.00       |
| Current Expense           | 0.00      | 0.00       |            | 0.00       | 0.00       |
| Travel                    | 0.00      | 0.00       | 0.00       | 0.00       | 0.00       |
| Capital                   | 0.00      | 0.00       | 0.00       | 0.00       | 0.00       |
| Library Expense           | 0.00      | 0.00       | 0.00       | 0.00       | 0.00       |
| Total Expense             | 51,000.00 | 102,000.00 | 153,000.00 | 204,000.00 | 204,000.00 |
|                           |           |            |            |            |            |
| <b>Revenue</b>            |           |            |            |            |            |
| Legislative Appropriation |           |            |            |            |            |
| Grants & Contracts        | 50,000.00 | 100,000.00 | 150,000.00 | 200,000.00 | 200,000.00 |
| Donations                 |           |            |            |            |            |
| Reallocation              |           |            |            |            |            |
| Tuition to Program        | 1,140.00  | 2,280.00   | 3,420.00   | 4,560.00   | 4,560.00   |
| Fees                      |           |            |            |            |            |
| Total Revenue             | 51,140.00 | 102,280.00 | 153,420.00 | 204,560.00 | 204,560.00 |
|                           |           |            |            |            |            |
| <b>Difference</b>         |           |            |            |            |            |
| Revenue-Expense           | \$1,140   | \$2,280    | \$3,420    | \$4,560    | \$4,560    |
|                           |           |            |            |            |            |
| Comments                  |           |            |            |            |            |

### Budget Comments

The costs associated with the Ph.D. program would be those required for instruction of a second semester of Pharmacotherapy outcomes research and stipends for doctoral students. The additional course will be taught by regular faculty within the Department of Pharmacotherapy. The Department has passed pre-proposal screening for \$5,000 from the Herbert & Elsa Michael Foundation. If awarded, the money will support startup of the program.

Students will be paid a stipend of \$25,000 per year. The students will be funded by 5000 funds, be Research Assistants and will be eligible for Student Tuition Benefit through the Graduate School. The Department will pay any cost of health insurance and tuition not covered by the Student Tuition Benefit Subsidized Insurance Plan.

There will be no additional costs associated with mentoring Ph.D. students. The time required for mentoring can be absorbed into existing faculty FTE. There are no additional costs for space or equipment as space has been requested in the new Pharmacy building design.

**Funding Sources**

Funding for the stipends will come from the Pharmacotherapy Outcomes Research Center budget.

**Reallocation**

Not Applicable

**Impact on Existing Budgets**

No impact on existing budgets is anticipated from this program.



## APPENDIX A: Program Curriculum

### All Program Courses

A minimum of 66 credits past the baccalaureate degree will be required for completion of the PhD program in Pharmacotherapy Outcomes Research and Policy. All students will be required to complete a minimum number of 43 credits in the 4 areas below (Pharmacotherapy Outcomes, Economics, Public Health/Epidemiology, and Research Methods/Biostatistics). In addition, a minimum of 9 elective credits and 14 thesis research credits will be required.

| Required Core Courses                                                                 |                                                                 |                        |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|
| Course Prefix & Number                                                                | Title                                                           | Credit Hours           |
| PCTH 7890*                                                                            | Journal Club in Pharmacotherapy Outcomes                        | 1 (4 semester minimum) |
| PCTH 7891*                                                                            | Research Seminar                                                | 1 (4 semester minimum) |
| PCTH 7150*                                                                            | Pharmacotherapy Outcomes Research I                             | 3**                    |
| PCTH 7151*                                                                            | Pharmacotherapy Outcomes Research II                            | 3                      |
| PCTH 7XXX                                                                             | Pharmacoepidemiology                                            | 3                      |
| PCTH 7436                                                                             | Ethical Dilemmas in Pharmacotherapy and Pharmaceutical Sciences | 2                      |
| ECON 6190                                                                             | Health Economics                                                | 3                      |
| ECON 6630                                                                             | Applied Microeconomics                                          | 3                      |
| FPMD 6300                                                                             | Epidemiology I                                                  | 3                      |
| FPMD 7300                                                                             | Epidemiology II                                                 | 3                      |
| FPMD 6401                                                                             | Public Health Policy and Health Systems                         | 3                      |
| FPMD 7310                                                                             | Advanced Research Design                                        | 3                      |
| FPMD 6100                                                                             | Biostatistics I / Biostatistics I lab                           | 3                      |
| FPMD 7100                                                                             | Biostatistics II / Biostatistics II lab                         | 3                      |
|                                                                                       | <b>Subtotal Core Credits</b>                                    | <b>43</b>              |
| PCTH 7970*                                                                            | <b>Thesis Research: Doctoral</b>                                | <b>14 minimum</b>      |
|                                                                                       | <b>Subtotal Elective Credits</b>                                | <b>9 minimum</b>       |
|                                                                                       | <b>Total Required for Graduation</b>                            | <b>66 minimum</b>      |
| <i>*New course number and/or upgrade of existing course required for PhD students</i> |                                                                 |                        |
| <i>**Increase from 2 to 3 credits per semester effective Spring 2010</i>              |                                                                 |                        |

| Suggested Program Electives       |                                    |              |
|-----------------------------------|------------------------------------|--------------|
| Course Prefix and #               | Title                              | Credit Hours |
| <b>Policy/Health Care Systems</b> |                                    |              |
| NURS 6772                         | Quality Improvement in Health Care | 3            |
| PADMN 6321                        | Health Policy                      | 3            |
| FPMD 6500                         | Intro to Public Health             | 3            |
| <b>Biostatistics Electives</b>    |                                    |              |
| FPMD 7110                         | Methods of Clinical Trials         | 3            |

|                               |                                             |   |
|-------------------------------|---------------------------------------------|---|
| FPMD 7120                     | Linear and Logistic Regression Models       | 3 |
| FPMD 7140                     | Applied Multivariate Data Analysis          | 3 |
| FCS 5969                      | Survival Analysis                           | 3 |
| FPMD 6101                     | SAS Programming                             | 3 |
| <b>Epidemiology Electives</b> |                                             |   |
| FPMD 6305                     | Advanced Methods of Epidemiologic Research  | 2 |
| FPMD 6301                     | Occupational and Environmental Epidemiology | 3 |
| FPMD 6340                     | Infectious Disease Epidemiology             | 3 |
| <b>Economic Electives</b>     |                                             |   |
| ECON 6610                     | Microeconomics                              | 3 |
| ECON 6630                     | Applied Econometrics                        | 3 |
| ECON 7590                     | Econometrics                                | 3 |

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

| New Course Prefix & Number | Title                                                                                                                                                                                                                        | Credit Hours |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PCTH 7151                  | Pharmacotherapy Outcomes Research II<br><i>Builds on concepts taught in Pharmacotherapy Outcomes Research I, and introduces new outcomes realms including humanistic/quality of life and other patient reported outcomes</i> | 2            |
| PCTH 7XXX                  | Pharmcoepidemiology<br><i>Statistical analysis of drug safety data</i>                                                                                                                                                       | 3            |

A minimum of 66 credits past the baccalaureate degree will be required for completion of the Ph.D. program in Pharmacotherapy Outcomes Research and Policy. All students will be required to complete a minimum number of 43 credits in the 4 areas below (Pharmacotherapy Outcomes, Economics, Public Health/Epidemiology, and Research Methods/Biostatistics). In addition, a minimum of 9 elective credits and 14 thesis research credits will be required.

| <b>Required Core Courses</b> |                                          |                        |
|------------------------------|------------------------------------------|------------------------|
| Course Prefix & Number       | Title                                    | Credit Hours           |
| PCTH 7890*                   | Journal Club in Pharmacotherapy Outcomes | 1 (4 semester minimum) |
| PCTH 7891*                   | Research Seminar                         | 1 (4 semester minimum) |
| PCTH 7150*                   | Pharmacotherapy Outcomes Research I      | 3**                    |
| PCTH 7151*                   | Pharmacotherapy Outcomes Research II     | 3                      |
| PCTH 7XXX                    | Pharmcoepidemiology                      | 3                      |
| PCTH 7436                    | Ethical Dilemmas in Pharmacotherapy and  | 2                      |

|                                                                                       |                                         |                   |
|---------------------------------------------------------------------------------------|-----------------------------------------|-------------------|
|                                                                                       | Pharmaceutical Sciences                 |                   |
| ECON 6190                                                                             | Health Economics                        | 3                 |
| ECON 6630                                                                             | Applied Microeconomics                  | 3                 |
| FPMD 6300                                                                             | Epidemiology I                          | 3                 |
| FPMD 7300                                                                             | Epidemiology II                         | 3                 |
| FPMD 6401                                                                             | Public Health Policy and Health Systems | 3                 |
| FPMD 7310                                                                             | Advanced Research Design                | 3                 |
| FPMD 6100                                                                             | Biostatistics I/ Biostatistics I lab    | 3                 |
| FPMD 7100                                                                             | Biostatistics II / Biostatistics II lab | 3                 |
|                                                                                       | <b>Subtotal Core Credits</b>            | <b>43</b>         |
| PCTH 7970*                                                                            | <b>Thesis Research: Doctoral</b>        | <b>14 minimum</b> |
|                                                                                       | <b>Subtotal Elective Credits</b>        | <b>9 minimum</b>  |
|                                                                                       | <b>Total Required for Graduation</b>    | <b>66 minimum</b> |
| <i>*New course number and/or upgrade of existing course required for PhD students</i> |                                         |                   |
| <i>**Increase from 2 to 3 credits per semester effective Spring 2010</i>              |                                         |                   |

| Suggested Program Electives       |                                             |              |
|-----------------------------------|---------------------------------------------|--------------|
| Course Prefix and #               | Title                                       | Credit Hours |
| <b>Policy/Health Care Systems</b> |                                             |              |
| NURS 6772                         | Quality Improvement in Health Care          | 3            |
| PADMN 6321                        | Health Policy                               | 3            |
| FPMD 6500                         | Intro to Public Health                      | 3            |
| <b>Biostatistics Electives</b>    |                                             |              |
| FPMD 7110                         | Methods of Clinical Trials                  | 3            |
| FPMD 7120                         | Linear and Logistic Regression Models       | 3            |
| FPMD 7140                         | Applied Multivariate Data Analysis          | 3            |
| FCS 5969                          | Survival Analysis                           | 3            |
| FPMD 6101                         | SAS Programming                             | 3            |
| <b>Epidemiology Electives</b>     |                                             |              |
| FPMD 6305                         | Advanced Methods of Epidemiologic Research  | 2            |
| FPMD 6301                         | Occupational and Environmental Epidemiology | 3            |
| FPMD 6340                         | Infectious Disease Epidemiology             | 3            |
| <b>Economic Electives</b>         |                                             |              |
| ECON 6610                         | Microeconomics                              | 3            |
| ECON 6630                         | Applied Econometrics                        | 3            |
| ECON 7590                         | Econometrics                                | 3            |

New Courses to be Added in the Next Five Years

| New Course Prefix & Number | Title                                                                                                                                                                                                                        | Credit Hours |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PCTH 7151                  | Pharmacotherapy Outcomes Research II<br><i>Builds on concepts taught in Pharmacotherapy Outcomes Research I, and introduces new outcomes realms including humanistic/quality of life and other patient reported outcomes</i> | 2            |
| PCTH 7XXX                  | Pharmcoepidemiology<br><i>Statistical analysis of drug safety data</i>                                                                                                                                                       | 3            |

## APPENDIX B – Course Descriptions

### New Courses

NEW COURSE: PCTH 7890 Journal Club in Pharmacotherapy Outcomes (1 credit): Faculty and student forum for presentation of current scientific literature.

NEW COURSE: PCTH 7891 Research Seminal (1 credit): Faculty and student forum for presentation of current research.

NEW COURSE: PCTH 7970 Thesis Research (1-9): Independent research project toward preparation of Ph.D. thesis meeting approval of the student's advisory committee.

NEW COURSE: PCTH 7151 Pharmacotherapy Outcomes Research II (2 credits): This course is build on the concepts taught in Pharmacotherapy Outcomes Research I and introduces new outcomes realms including humanistic/quality of life and other patient reported outcomes.

NEW COURSE: PCTH 7XXX Pharmacoepidemiology (3 credits): The statistical analysis of drug safety data.

### Existing Required / Optional Courses

ECON 6190 Health Economics (3 credits): Economics of health care, health-care delivery systems, public and private health insurance, location of health facilities, and health-care inflation.

ECON 6610 Microeconomics for Master's Students (3 credits): Theoretical demand and supply issues with emphasis on application. Topics include intertemporal choice, uncertainty and insurance, risky assets, consumer surplus, household production theory, firm cost, production theory and duality, oligopoly firm theory, and general equilibrium and welfare economics.

ECON 6630 Applied Econometrics (3 credits): Application of multiple regression analysis to financial models, costs and production models, hedonic price models, labor demand, investment demand, and similar micro- and macro-economic models. The applications involve the use of data sources and computer software packages.

ECON 7590 Econometrics (3 credits): Ordinary least squares, maximum likelihood, constrained estimation, systems of equations, generalized least squares, and regression diagnostics. Application-oriented.

FCS 5969 Special Topics in Statistics (1 to 6 credits): Topics vary. Taught by members of the University Statistics Committee.

FPMD 6100 Biostatistics I (3 credits) Basic course in the use of statistical methods in the analysis of outcome studies and quality improvement.

FPMD 6101 Data Analysis using SAS (3 credits): This course will give the students skills in data preparation, management, processing, analysis and display using the SAS software system. It is focused on practical application and utilizes experiential learning.

FPMD 6300 Epidemiology I (3 credits): Basic principles of epidemiology, with emphasis on determining causation of chronic disease. Fundamentals of epidemiologic study design and data resources.

FPMD 6301 Occupational and Environmental Epidemiology (3): An introduction to principles, methods, and quantitative techniques building on basic concepts of epidemiology. Prepares students to perform research in and interpret published reports from these specialized areas of public health.

FPMD 6305 Advanced Methods Epidemiology Research (3 credits) Advanced approaches in theoretical and practical epidemiologic research methods. Student will work in a group with 2-3 other students. Each group will take research data and produce a paper suitable for submission to a medical journal.

FPMD 6340 Infectious Disease Epidemiology (3 credits): Course is designed to provide an overview of the foundations and epidemiologic methods used in assessing the phenomena of infectious disease from a public health perspective.

FPMD 6401 Public Health Policy and Health Systems (3 credits): Organization and financing of health-care delivery systems including integrated delivery systems and managed care such as HMOs and PPOs. Formation of health policy by federal and state government and its impact on private health care systems.

FPMD 6500 Introduction to Public Health (3 credits): An introduction to public health practice including prevention, disease screening, surveillance of communicable diseases.

FPMD 7100 Biostatistics II (3 credits): Course explores the use of statistical modeling of analysis of health and medical data. Expanding upon the foundation laid in Biostatistics I, this course focuses on the analysis of complex data using a variety of regression and analysis of variance techniques, including: linear regression, logistic regression, proportional hazards regression, Poisson regression, fixed effects analysis of variance, and repeated measures analysis of variance.

FPMD 7110 Methods of Clinical Trials (3 credits): This course is intended to provide students with the basic of designing, carrying out, and analyzing randomized clinical trials (RCTs). The focus will be on practical, common sense issues rather than technical mathematics whenever possible-the instructor's goal is to convey the concepts assuming students have had at most calculus. There may occasionally be guest speakers with specialized experience in various aspects of designing and carrying out studies.

FPMD 7120 Linear and Logistic Regression Models (3 credits): Students will study multiple linear regression, logistic regression, ordinal and generalized least squares, multinomial and ordinal logistic regression, hypothesis testing, prediction, measure of goodness-of-fit, regression diagnostics, collinearity, model selection, ANOVA.

FPMD 7140 Applied Multivariate Data Analysis (3 credits): Students will study multivariate normal distribution, multivariate regression, MANOVA, principal components, classification, factor analysis, cluster analysis. This is more applied course focusing on applications in health science research.

FPMD 7300 Epidemiology II (3 credits): Intermediate and advanced principles in epidemiology, with emphasis on advanced designs (e.g. clinical trials, nested case-control, case-cohort, case-only, case-crossover), topics in statistical methods in epidemiology (e.g. survival analysis, categorical data analysis, multivariate models) and other topics.

FPMD 7310 Advanced Research Design (3 credits): This course is designed to teach you the rudiments of effective research. This course will combine lecture, seminar, and hands-on approaches. You will be responsible for choosing a topic for your thesis or dissertation, or some other research, and creating a proposal. You will also be responsible for obtaining and providing reviewer comments (i.e. student/peer comments) at different points throughout the semester. You will learn methods of public health and clinical investigation. You will gain experience in identifying a research topic, preparing a research proposal, and presenting and defending a research plan. You will also gain experience in acting as a research collaborator and reviewer.

INTMD 7560 Medical Ethics (1 credit): The course objectives are: 1) explore the complexities of ethical issues in the practice of medicine; 2) provide a foundation of philosophical and moral reasoning skills; 3) encourage reflection on personal and professional moral commitments in the practice of medicine and promote discussion between professionals; 4) and employ this knowledge and these skills in a clinical setting.

NURS 6772 Quality Improvement in Health Care (3 credits): Further role development for patient care services administrative practice and leadership. Focuses on theory, methods, and tools of quality improvement. Patient care services administrators are expected to support and facilitate quality improvement, reduction of waste, and lowering of costs. Students complete one defined process improvement as part of course work.

PADMN 6321 Health Policy (3 credits): Introduction to health policy issues in U.S.; needs and demands for public action; organization and nature of political support; process and problems of decision making in health policy areas.

PCTH 7150 Pharmacotherapy Outcomes Research (2 credits): After the completion of this course, the student should be able to describe how the following terms pertain to the pharmacotherapy outcomes movement. Outcomes research: the scientific design, data collection and analysis of the end results of therapy. Outcomes management: a systematic approach to measure and analyze patient outcomes with the goal of improving the effectiveness and quality of care for a specific patient population. Outcomes measurement: quantitative results of individual patient treatment as part of routine clinical practice in order to assess indicators of care.

PHIL 7570 Case Studies and Research Ethics (1 credit): An examination of research integrity and other ethical issues involved in scientific research. Topics may include scientific fraud, conflicts of interest, plagiarism and authorship designation, and the role of science in formulating social policy. This course is designed for graduate students, post-docs and regular faculty in the sciences.

## APPENDIX C – Faculty

### Department of Pharmacotherapy All Faculty List

| Faculty eligible to serve as PhD Committee chairs and majority members                                |                                                |                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tenure Track                                                                                          | Academic Rank                                  | Academic Training                                                                                                                                         |
| Diana I. Brixner, R.Ph., Ph.D.                                                                        | Professor and Chair                            | B.S. Pharmacy, University of Rhode Island 1982<br>Ph.D. Medicinal Chemistry, University of Utah 1987                                                      |
| Michael S. Goodman, Ph.D.                                                                             | Assistant Professor                            | B.S. Political Science, Wisconsin-Oshkosh 1980<br>M.S., Political Science, Oregon 1983<br>Ph.D., Government, Texas, 1992                                  |
| Joanne LaFleur, Pharm.D.,<br>M.S.P.H.                                                                 | Assistant Professor                            | B.S., University of Utah<br>Pharm.D., University of Utah 2003<br>M.S.P.H., University of Utah 2005<br>Fellowship, University of Utah 2003-2005.           |
| Arthur G. Lipman, Pharm.D.                                                                            | Professor                                      | B.S. Pharmacy, University of Rhode Island 1967<br>Pharm.D., University of Michigan 1968                                                                   |
| Mark A. Munger, Pharm.D.                                                                              | Professor                                      | B.S. Pharmacy, Oregon State University 1983<br>Pharm.D., University of Illinois 1986<br>Fellowship, Case Western Reserve University 1988                  |
| Nancy A. Nickman, Ph.D.                                                                               | Professor and Presidential<br>Teaching Scholar | B.S. Pharmacy, University of Montana 1982<br>M.S., University of Minnesota 1984<br>Residency, (Hospital Pharmacy)<br>Ph.D., University of Minnesota 1987  |
| Gary M. Oderda, Pharm.D., M.P.H.                                                                      | Professor                                      | Pharm.D., University of California-San Francisco 1972<br>Residency, University of CA at SF 1972-73<br>M.P.H., Johns Hopkins University 1982               |
| Faculty approved to serve as Committee chair, majority membership (blanket exception, see Appendix D) |                                                |                                                                                                                                                           |
| Carl V. Asche, Ph.D.                                                                                  | Research Associate Professor                   | B.A., Simon Fraser University 1987<br>M.B.A., City University 1988<br>M.S., Health Economics, University of York 1993<br>Ph.D., University of Surrey 2002 |
| Joseph E. Biskupiak, M.B.A., Ph.D.                                                                    | Research Associate Professor                   | B.S. Chemistry, University of Connecticut 1979<br>Ph.D. Medicinal Chemistry, University of Utah 1985<br>M.B.A., Seattle University 1995                   |
| Carrie McAdam-Marx, M.S., Ph.D.                                                                       | Research Assistant Professor                   | B.S. Pharmacy, University of Kansas 1988<br>M.S., University of Minnesota 1991<br>Ph.D., University of Sciences Philadelphia 2009                         |

| Research Track                     | Academic Rank                | Academic Training                                                                                                                                |
|------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Frederick S. Albright, M.S., Ph.D. | Research Assistant Professor | B.S. Chemistry, Guilford College 1978<br>M.S. Medical Informatics, University of Utah 1989<br>Ph.D. Medical Informatics, University of Utah 1996 |



| Clinical Track                                                                 | Academic Rank                  | Academic Training                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barbara I. Crouch, Pharm.D., MSPH                                              | Professor (Clinical)           | B.S. Pharmacy, Philadelphia College of Pharmacy and Science 1982<br>Pharm.D., University of Texas 1984<br>Fellowship, University of Maryland 1985<br>M.S.P.H., University of Utah 1994                                                                |
| Kamila Dell, Pharm.D., B.C.P.S.                                                | Assistant Professor (Clinical) | B.S. University of Alberta 1995<br>Pharm.D., University of North Carolina 1997<br>Residency, University of Utah Hospitals 2001-2003                                                                                                                   |
| Sarah Feddema, Pharm.D, B.C.P.S.                                               | Assistant Professor (Clinical) | Pharm.D., University of Wyoming 2001<br>Residency, University of Utah 2001-2003                                                                                                                                                                       |
| Karen Gunning, Pharm.D., B.C.P.S.                                              | Associate Professor (Clinical) | B.S., Oregon State University 1995<br>Pharm.D., University of Utah 1997<br>Residency, University of Washington 1997-1998                                                                                                                              |
| Brandon Jennings, Pharm.D.                                                     | Assistant Professor (Clinical) | Pharm.D., Virginia Commonwealth University 2006<br>Residency, Virginia Commonwealth University 2006-2007                                                                                                                                              |
| Lynda Oderda, Pharm.D.                                                         | Assistant Professor (Clinical) | B.S., University of Maryland 1979<br>Pharm.D., University of Maryland 1981                                                                                                                                                                            |
| Patricia Orlando, Pharm.D.,<br>F.C.C.P.                                        | Associate Professor (Clinical) | B.S., University of Montana 1982<br>Pharm.D., University of Utah 1985<br>Residency, University of Utah 1983-1985<br>Residency, Veterans Affairs Medical Center 1985-1986<br>Fellow, University of California - LA 1986-1987                           |
| James H. Ruble, Pharm.D., J.D.                                                 | Assistant Professor (Clinical) | B.S. Biology, University of Utah 1989<br>B.S. Pharmacy, University of Utah 1992<br>Pharm.D., University of Utah 1994<br>J.D., University of Utah 2002                                                                                                 |
| William Rusho, M.S.                                                            | Professor (Clinical)           | B.S., University of Utah 1968<br>M.S., University of Utah 1989                                                                                                                                                                                        |
| Morgan Sayler, Pharm.D.                                                        | Assistant Professor (Clinical) | B.S., University of Kansas 2004<br>Pharm.D., University of Kansas, 2008<br>Residency, University of Iowa 2008-2009                                                                                                                                    |
| Laura Shane-McWhorter, Pharm.D.,<br>B.C.P.S., F.A.S.C.P., D.D.E., B.C.-<br>ADM | Professor (Clinical)           | B.A. Psychology-Chemistry, University of Texas at Austin 1968<br>M.S. Biology-Chemistry, East Texas State University 1970<br>B.S. Pharmacy, University of Utah 1988<br>Residency (Geriatrics), Salt Lake VA 1989<br>Pharm.D., University of Utah 1988 |
| William J. Stilling, J.D.                                                      | Associate Professor (Clinical) | B.S., University of Utah 1983<br>M.S., University of Utah 1989<br>J.D., University of Utah 1992                                                                                                                                                       |
| Linda S. Tyler, Pharm.D.                                                       | Professor (Clinical)           | B.S. Pharmacy, University of Utah 1978<br>Residency (Hospital Pharmacy) University of Nebraska Medical Center<br>Pharm.D., University of Utah 1981                                                                                                    |
| David C. Young, Pharm.D.                                                       | Associate Professor (Clinical) | Pharm.D., Idaho State University 1995<br>Residency, Idaho State University 1995-1996                                                                                                                                                                  |

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University–Master of Marriage and Family Therapy degree–Action Item

Issue

Utah State University (USU) requests approval to offer a Master of Marriage and Family Therapy effective Fall Semester 2010. This program is expected to be approved by the USU Board of Trustees on March 26, 2010, and was approved by the Regents' Program Review Committee on March 19, 2010.

Background

Utah State University currently offers a Master of Science in Marriage and Family Therapy. The current Master's Degree requires a thesis. There is a need for this new degree to attract and admit the best students currently lost to other non-thesis programs. The master's is the terminal degree for marriage and family therapy clinical work, and most students at USU are interested in becoming excellent clinicians rather than pursuing doctoral degrees. This degree requires the same coursework and requirements as the current MS degree, but will not include a thesis. Instead of a thesis, students will write and present an integrative Theory of Change paper as their major project, which will help to better prepare them for clinical work. This program will be fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and will qualify students for intern-level licensure as marriage and family therapists in the state of Utah.

The FCHD Department at USU 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 a Master of Science degree with one of the emphases being in Marriage and Family Therapy. The proposed new Master's degree in Marriage and Family Therapy (MMFT) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for the changing needs of USU students.

### 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 the Regents approve the Utah State University request to offer a Master of Marriage and Family Therapy degree effective Fall Semester, 2010.

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William A. Sederburg, Commissioner

WAS/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee  
Action Item

Master's of Marriage and Family Therapy

Utah State University

Prepared for  
William A. Sederburg  
By  
Gary Wixom

March 24, 2010

## **SECTION I: The Request**

Utah State University requests approval to offer a Master of Marriage and Family Therapy (MMFT) effective Fall Semester 2010.

## **Section II: Program Description**

### **Complete Program Description**

The Department of Family, Consumer, and Human Development (FCHD) in the Emma Eccles Jones College of Education and Human Services at Utah State University proposes a new Master's degree in Marriage and Family Therapy (MMFT), with student admissions to start for Fall Semester, 2010. This degree will require all of the same coursework and requirements as the current MS degree, but will not include a thesis. Instead of a thesis, students will write and present an integrative Theory of Change paper as their major project, which will help them be better prepared for clinical work. This program will be fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and will qualify students for intern level licensure as a marriage and family therapist in the state of Utah.

The FCHD Department at USU 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 a Master of Science degree with one of the emphases being in Marriage and Family Therapy. The proposed new Masters degree in Marriage and Family Therapy (MMFT) will draw upon existing courses in the FCHD emphases to provide a rigorous curriculum with strong market appeal and utility for the changing needs of USU students. The Master's degree is considered the terminal degree in marriage and family therapy. The thesis option is no longer meeting the needs of many graduates, and makes USU less competitive with other accredited MFT master's degree programs. Feedback from recent graduates suggests that some students put more focus on their thesis work than their clinical work, and many would prefer that the clinical experiences be the emphasis of their learning during graduate training. This new degree will prepare students to be better clinicians combining strong research-based training with hands-on training and a clear academic approach to providing therapy services. No additional courses will be needed to provide this degree. No additional resources will be needed; faculty will supervise MMFT Theory of Change projects for those students who wish to complete the MMFT, and will supervise Master of Science Plan A students who prefer the thesis degree.

The new MMFT degree will require forty-one credit hours in discipline-specific courses, which will prepare students to meet the educational requirements for an intern license to practice marriage and family therapy. Coursework will focus on theory, practice, and research related to the practice of family therapy. As part of the program, students are also required to provide 500 hours of face-to-face therapy contact. The capstone project will be a formal presentation of the students' own integrated model of providing therapy.

### **Purpose of the Degree**

The MMFT degree aims to expand educational access for students who are currently enrolling in other programs both in and out of Utah to pursue non-thesis, clinical degrees. The current master's degree in family therapy requires a thesis; however, a survey of employers who have hired graduates of the current MS degree over the past 15 years show that none of them rated the thesis as being helpful in their hiring practices or in the therapists' jobs. The master's degree is considered the terminal degree and this new

degree will allow students to receive their training in Utah and still have a cutting edge education. It will not replace the MS; rather, it will provide some students with an option that may be more relevant and useful for them. A new degree is sought rather than a Plan B option in the existing MS degree to distinguish this as a professional degree. Students will continue to be required to complete rigorous research training, but the emphasis will be on professional practice in the required MFT methods and research content course, evidence-based training in clinical courses, focused training throughout the program on critical thinking in critiquing research, and ethics and practices related to assisting research investigators as well as serving as scientist-practitioners.

### **Institutional Readiness**

All administrative structures to support the MMFT degree currently exist. The FCHD department faculty have approved the addition of the MMFT. Discussions with the accrediting body (Commission on Accreditation for Marriage and Family Therapy [COAMFTE] of the American Association for Marriage and Family Therapy [AAMFT]), confirm that the addition will not add to the burden of the program in the accreditation process. All of USU's MFT program faculty have served on many accreditation site visits to other institutions, and are very familiar with the accreditation standards and process.

### **Faculty**

The faculty who will support the MMFT degree have all been in their positions for at least 16 years. No additional faculty will be needed to provide this degree. It is anticipated that this new degree will actually lighten the workload of the faculty as many students complete their coursework and then move to take jobs. Working long distance with students to complete their theses requires more time and university resources because students often take extra years to complete the degree. The proposed degree will have a capstone project that students will finish at the end of their two years of coursework.

The marketing and recruiting done for the MS degree currently being offered will extend to cover the new degree.

### **Staff**

The MMFT degree will not require any additional staff. Current admission materials, procedures, and advertising can all be easily changed to reflect the new degree option.

### **Library and Information Resources**

No additional library or information resources will be needed for this degree.

### **Admission Requirements**

The admission requirements for the MMFT degree will be the same as for the current MS: pre-requisite undergraduate courses, cumulative undergraduate GPA of 3.0 or higher, and scoring at least in the 45<sup>th</sup> percentile on the Graduate Record Exam or the Miller's Analogy Test. The program intends to maintain high standards for clinical potential as well as academic success.

### **External Review and Accreditation**

The current MS program in Marriage and Family Therapy is accredited by COAMFTE through the AAMFT. Victoria Matthews, Director of Education Affairs at AAMFT, has informed us that the change will not affect our accreditation and will only require a letter from the Program Director outlining the change.

## **Projected Enrollment**

It is anticipated that five of the six students accepted into the program every year will choose this option.

## **Section III: Need**

### **Program Need**

There is a need for this new degree to attract and admit the best students that are currently being lost to other non-thesis programs. The master's is the terminal degree for marriage and family therapy clinical work, and most students at USU are interested in becoming excellent clinicians rather than pursuing doctoral degrees. Completing a thesis along with the additional practicum hour requirements of the MFT program means that most students take longer than two years to complete the degree. Some take much longer, and yet most do not feel that the thesis is the most valuable part of the training to be a clinician. Many graduates have reported that the most important elements of the MFT program has been the hands-on clinical work under faculty supervision, and the theory of change project, which, in essence, is a Plan B project. Students who do not aspire to doctoral education will be better served with the new degree and a more timely graduation that includes the best quality training. Students who wish to pursue doctoral work and wish to do thesis research to prepare for that will be mentored to successfully complete a thesis as has been done for the 17 years that the MFT program has been offered at USU.

### **Labor Market Demand**

MFT services are increasing in Utah and in all 50 states as well as abroad. One hundred percent of our graduates from the MFT program over the past 16 years have passed the state licensing exam, and all who have sought clinical employment have obtained it. There is a strong market for USU's well-trained clinicians.

### **Student Demand**

To meet accreditation guidelines, USU admits six new MFT students each year. However, some students do not apply to USU because they are seeking a professional graduate degree option. Several students in the USU undergraduate MFT club who are preparing to apply to graduate MFT programs have reported that they applied to institutions besides USU because of this issue. In addition, some of the well-qualified applicants who are admitted later decide to pursue their education elsewhere because they want to focus on clinical training. With the additional attraction of the proposed MMFT degree, it is anticipated that the quality of the applicant pool and of those who accept admission will increase.

### **Similar Programs**

No other institution in the Utah System of Higher Education offers a master's degree in marriage and family therapy.

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

The Marriage and Family Therapy program director collaborates throughout the system, making regular recruiting visits to Weber and Utah Valley University, and working with contacts at the University of Utah and Southern Utah University. The program actively seeks students from a variety of majors who have met the prerequisite courses required for graduate programs in the department. Traditionally, most applicants have come from family relations, psychology, and social work departments; with over half coming from sister institutions in the USHE system.

**Benefits**

The quality of students will improve in terms of motivation, commitment, interest, and ability to produce quality work when they can focus on their clinical training rather than thesis research. Students will benefit by this focus on clinical work, making them well-prepared clinicians. Faculty will be able to focus more time on their own research and helping those students who have a true desire to learn to do research by completing a thesis. The department will benefit by having a better graduation rate in terms of time for students to complete degrees. USU will obtain a higher reputation for training clinicians and may be better able to compete nationally for master's students. The state of Utah will benefit by having clinicians who focused on clinical expertise in graduate school.

**Consistency with Institutional Mission**

The continued offering of a master's degree in Marriage and Family Therapy is consistent with USU's mission as a comprehensive university. Offering a separate professional degree in MMFT remains consistent with that mission.

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

The USU MFT program currently is and will continue to be assessed for the highest attainment of educational standards through COAMFTE accreditation. This process is rigorous and relevant. USU's MFT program has been continually accredited since 1996, often with no stipulations. The faculty will continue to assess the relevancy and rigor of program content each year. The faculty have modified curricula, courses, policies, and procedures annually based on feedback from multiple stakeholders including students, graduates, employers, practicum placement supervisors, and their own observations.

Students will be assessed in the new program in the same fashion as in the MS: coursework activity and accomplishment, grades, and feedback on clinical work as well as ongoing feedback on their developing approaches to therapy, which is the Theory of Change and Therapy project. The program will also be assessed through graduation rates, internship placement post-graduation, and ongoing career development.

**Expected Standards of Performance**

Students will be expected to perform at the same high level as currently in place for the MS. Competencies are assessed through established benchmarks in coursework and professional development, as well as through the AAMFT's list of MFT Core Competencies.



## Section V: Finance

| Financial Analysis Form         |                                                           |        |        |        |        |
|---------------------------------|-----------------------------------------------------------|--------|--------|--------|--------|
|                                 | Year 1                                                    | Year 2 | Year 3 | Year 4 | Year 5 |
| <b>Students</b>                 |                                                           |        |        |        |        |
| Projected FTE Enrollment        | 6                                                         | 6      | 6      | 6      | 6      |
| Cost Per FTE                    | No additional costs will be associated with this program. |        |        |        |        |
| Student/Faculty Ratio           | 5.44                                                      | 5.44   | 5.44   | 5.44   | 5.44   |
| Projected Headcount             | 6                                                         | 6      | 6      | 6      | 6      |
|                                 |                                                           |        |        |        |        |
| <b>Projected Tuition</b>        |                                                           |        |        |        |        |
| Gross Tuition                   | 28,621                                                    | 30,052 | 31,555 | 33,132 | 34,789 |
| Tuition to Program              | 0                                                         | 0      | 0      | 0      | 0      |
|                                 |                                                           |        |        |        |        |
| <b>5 Year Budget Projection</b> |                                                           |        |        |        |        |
|                                 | Year 1                                                    | Year 2 | Year 3 | Year 4 | Year 5 |
| <b>Expense</b>                  |                                                           |        |        |        |        |
| Salaries & Wages                | N/A                                                       |        |        |        |        |
| Benefits                        |                                                           |        |        |        |        |
| Total Personnel                 | No additional costs will be incurred with this program.   |        |        |        |        |
| Current Expenses                | All associated costs are already incurred within the      |        |        |        |        |
| Travel                          | existing programs.                                        |        |        |        |        |
| Capital                         |                                                           |        |        |        |        |
| Library Expenses                |                                                           |        |        |        |        |
| Total Expenses                  |                                                           |        |        |        |        |
| <b>Revenue</b>                  |                                                           |        |        |        |        |
| Legislative Appropriation       | N/A                                                       |        |        |        |        |
| Grants & Contracts              | No additional revenue will be required for this program.  |        |        |        |        |
| Donations                       | All associated revenue is already allocate to the.        |        |        |        |        |
| Reallocation                    | existing programs.                                        |        |        |        |        |
| Tuition to Program              |                                                           |        |        |        |        |
| Fees                            |                                                           |        |        |        |        |
| Total Revenue                   | 0                                                         | 0      | 0      | 0      | 0      |
| <b>Difference</b>               |                                                           |        |        |        |        |
| Revenue-Expense                 | N/A                                                       |        |        |        |        |

As stated in the proposal, this is a minor change to an existing degree. This degree is identical to the existing MS in Family, Consumer and Human Development with the exception that the students in the MMFT complete a project in place of a thesis. There are no additional costs associated with this program.

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Bachelor of Science/Bachelor of Arts degree in General Studies – Action Item

Issue

Utah State University requests approval to offer a Bachelor of Science and a Bachelor of Arts degree program in General Studies, with an emphasis in one of eight concentrated areas of study, effective in the Fall Semester of 2010. This program is expected to be approved by the USU Board of Trustees on March 26, 2010, and was approved by the Regents' Program Review Committee on March 19, 2010.

Background

The General Studies degree can be completed in one of the following eight areas: Agriculture, General Studies in Arts and Humanities, Policy and Administration, Education and Human Services, Technology, Natural Resources, Science, and Social Sciences. This degree is a customized program in which students, in collaboration with and under the guidance of experts in the field of interest, undertake the responsibility for the design of an undergraduate degree with a broad emphasis in a selected area of study. The program is intended for independent-minded, self-directed adult learners who have completed an associate's degree or earned a minimum of 60 college credits from a regionally accredited college or university.

Before acceptance into this degree program, students will propose a program of study, consistent with their career or professional goals, which is reviewed and approved by the dean of the appropriate academic college or school, or his or her designee, in consultation with faculty from the college. All approved plans will be required to have academic rigor and integrity, be consistent with the broad undergraduate competencies of the academic area granting the degree, and be in harmony with the career or professional goals of the student. In addition, all students completing a general studies degree will be required to complete a capstone experience intended to integrate the breath of their coursework and facilitate their transition into a post-baccalaureate career.

While there is no labor market demand for such a degree, USU officials believe it will serve the professional needs of adult students who are returning to complete baccalaureate degrees.

The proposed program is not expected to have additional costs as faculty, curricula, and facilities are in place.

#### Policy Issues

Earlier concerns regarding quality and rigor were addressed by Utah State University officials. The USHE institutions raised no other concerns.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the Bachelor of Science/Bachelor of Arts degree in General Studies requested by Utah State University, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Program, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer the Bachelor of Science/Bachelor of Arts in General Studies

Utah State University

Prepared for  
William A. Sederburg  
by  
Phyllis C. Safman

March 24, 2010

## **Section I: The Request**

Utah State University requests approval to offer a Bachelor of Science and a Bachelor of Arts degree program in General Studies, with an emphasis in one of eight concentrated areas of study, effective in the Fall Semester of 2010.

## **Section II: Program Description**

### **Purpose and Rationale**

The General Studies degree, with an emphasis in one of eight concentrated areas of study, provides maximum flexibility for the student who wishes to embrace a broad educational program of study while maintaining a focus on personal, career or professional goals. The area of emphasis is intended to add a measure of specialization to the degree and can be completed in one of the following eight areas: Agriculture; Arts and Humanities; General Studies in Policy and Administration; Education and Human Services; Technology; Natural Resources; Science; and Social Sciences.

This degree is a customized program in which the student, in collaboration with and under the guidance of experts in the field of interest, undertakes the responsibility for the design of an undergraduate degree with a broad emphasis in a selected area of study that reflects their particular personal and professional interests. The program is intended for independent-minded, self-directed adult learners who have completed an associate's degree or who have earned a minimum of 60 college credits from a regionally-accredited college or university.

Before a student is accepted into this degree program, they will propose a program of study consistent with their career or professional goals which is reviewed and approved by the dean of the appropriate academic college or school, or his or her designee, in consultation with faculty from the college. All approved plans will be required to have academic rigor and integrity, be consistent with the broad undergraduate competencies of the academic area granting the degree, and be in harmony with the career or professional goals of the student. In addition, each student completing a General Studies degree will be required to complete a capstone experience intended to integrate the breath of their coursework and to facilitate their transition into their post-baccalaureate career.

### **Learning Goals and Outcomes**

The primary goal of the General Studies program is to facilitate a platform for scholarship designed to meet a student's unique career objectives. Given the broad array of specified degree options available at Utah State University, it is expected that the vast majority of students will select one of the standard majors. The General Studies degree is designed to meet the needs of a few students, seeking the opportunity to create a more customized program of study. Given the customized nature of the General Studies degree, learning objectives for each student will be unique and will expand upon the citizen scholar objectives of the University Studies Program.

It is expected that graduates of this program will:

- Demonstrate an appropriate mastery of a body of knowledge and intellectual skill set, as specified in their approved program of study and degree emphasis.

- Demonstrate initiative and intentionality in charting their unique path toward graduation and beyond.
- Demonstrate a level of engagement with the materials as evidenced by intellectual exchange with faculty and/or community mentors through an approved capstone experience such as an internship or research project.
- Demonstrate in their candidacy for graduation that they have met the requirements of an educated citizen as evidenced through completion of University Studies requirements.

A key requirement for admission to the program is an application prepared by the student, proposing their program of study and specifying the specific objectives and outcomes they expect to achieve in their program. A degree program application is provided in Appendix A.

### **Relationship to Other Multidisciplinary Degrees at Utah State University**

Utah State University currently offers two multidisciplinary degrees, the Bachelor of Liberal Arts and the Bachelor of Interdisciplinary Studies. The Liberal Arts major allows students in the College of Humanities, Arts and Social Sciences to design a customized program of study in completion of the Bachelor of Arts degree. The Interdisciplinary Studies major allows students to integrate two or more specific disciplines into a customized program of study. In the continuum of degree offerings, USU's traditional degree programs provide the most discipline-focused curriculum path and satisfy the needs of the vast majority of students. The two multidisciplinary degrees mentioned above broaden the discipline-focus slightly, providing an attractive degree path for students whose career ambitions require the blending of two or three traditional majors. The proposed General Studies degree will offer the broadest degree option, providing discipline focus at the college-level, for the independent, self-directed learner with a well articulated need for the skills obtained by pursuing a broad degree.

### **Admission Requirements**

Students seeking admission to the General Studies program must meet the following admission requirements:

- Be a student in good standing at Utah State University
- Have obtained 60 earned credits
- Submit an application and plan of study with an identifiable area of emphasis (Arts and Humanities, Agriculture, Education and Human Services, Natural Resources, Policy and Administration, Science, Social Science and Technology) to the associate dean of the academic college that oversees the chosen emphasis.
- This plan of study must include: (1) a plan for completing USU's University Studies requirements, (2) include at least 40 credits of upper division courses, and (3) include a culminating capstone course or experience.
- Admission to the General Studies degree program will require approval by both the advisor and the college dean, or his or her designee, who will consult with faculty of the college in which the student wishes to enroll.

### **Academic Oversight and Student Advisement**

The administrative group providing oversight for this degree will be the USU Council of Associate Deans, comprised of the associate deans responsible for undergraduate affairs in each of Utah State University's seven academic colleges. The Council of Associate Deans will set policy for the General Studies program,

and formally review the General Studies program on an annual basis to assess its effectiveness in meeting the needs of the target audience as well as the broader academic goals of the institution.

Like many students, students opting for the General Studies degree path will require careful advising and mentoring. Hence, students accepted to the General Studies program will be expected to work under direction of an approved advisor. Students will apply for admission to the General Studies degree in the academic college aligned with their area of emphasis. Faculty with expertise related to the student's academic and career interests will be consulted as necessary during the preparation of the plan of study, and will be in regular communication with the student throughout the completion of their program, including the capstone experience.

Advising regarding University Studies and discipline emphasis requirements will come from professional advisors in the colleges. For transfer and undeclared students, the first point of contact will be a coordinator appointed in University Advising Services. Students will be required to consider other degree programs before opting for General Studies, to ensure that the degree they wish to design is not already available.

### **Intentionality of Student Learning**

The design of a student's General Studies program must have meaning and purpose. To ensure this goal, students seeking such a degree will: (1) pass a rigorous admission-application process, (See Appendix A), (2) experience intrusive advising practices in finalizing and completing their plan of study, and (3) complete one or more capstone experiences. The sequence of courses, both university studies and discipline emphasis, will be assessed for articulation among and between learning concepts. A threaded yet seamless learning experience will be expected. Formative and summative evaluation processes will help to guide the development and outcomes of intentional learning. Students will exhibit reflective learning when assessed with one or more of the following required tools: exit interviews, portfolio displays, internship reports, capstone experience.

### **Curricular Concentration and Coherence**

Integrative, interdisciplinary study involves bridging traditional academic boundaries to examine the relationships between various disciplines. This approach challenges students to recognize the distinct methodologies and practices unique to different fields of knowledge and to appreciate the significant ways that knowledge results from interactions among these fields. The major emphasis must be thematically cohesive, which is to be articulated by the student in the application process.

### **Intellectual Engagement**

Faculty in the student's area of emphasis will be sought as needed for individualized consultations and, when appropriate, individualized reading and research classes. Students are required to work with faculty members as part of the General Studies major to complete a culminating experience relevant to their course of study. This would typically be accomplished through undergraduate research, internships, or capstone courses.

### **Integration of Content and Learning Experiences**

Reflective learning is fundamental to the General Studies degree. A student will typically enter the degree path with a mature academic record (60+ credits); the balance of the degree will require reflection on what has occurred and what will occur in preparing the student to enter an occupation and democratic citizenry. Accurate and accessible advising is the lynch pin as the student will work with a mentor in reflection,



design, and targeted course completion. A capstone experience is expected and will be integral to degree completion. Students will be encouraged to prepare a portfolio of experiences and accomplishments to summarize and demonstrate the knowledge base and skill set they have gained through their university program.

### **Graduation Requirements**

The degree requirements for General Studies include the following:

- 120 total credits
- Grade point average of 2.0 USU cumulative GPA – in good standing at Utah State
- Completion of University Studies Requirements:
  1. Completion of USU General Education requirements (minimum of 30 credits)
  2. Depth education components of 2 Communications Intensive courses, 1 Quantitative Intensive course; and 2 Depth Courses
- 40 credits of upper-division courses
- An area of emphasis identified within an academic college (Agriculture, Business, Education and Human Services, Engineering, Humanities, Arts, and Social Science, Natural Resources, and Science) with a minimum of 30 credits.
- A plan of study approved by their advisor, the associate dean of the college associated with their emphasis.
- A capstone experience is required (e.g., internship; research project, independent study, senior project).

### **Comparison with Other General Studies Degrees around the Country**

Degree programs in General Studies are offered at many universities around the country, including Brigham Young University, Kent State University, Indiana University, Texas A&M University<sup>1</sup>, University of Connecticut, University of Massachusetts – Amherst, and University of Missouri – Columbia,. Each university program has a unique structure and requirements, designed to meet the institutional objectives and the needs of the target student population. Among the programs reviewed, the proposed Utah State University program most closely resembles programs offered at The University of Missouri – Columbia, Texas A&M University and Kent State University, in that these programs target both traditional and non-traditional students seeking a rigorous, self-directed, degree experience. The General Studies program at Texas A&M also resides in each of the academic colleges, as is true of the proposed program at Utah State University.

### **Institutional Readiness**

Due to the nature of the General Studies degree, the institution is prepared to offer it immediately. No additional courses will be required. The entire faculty of Utah State University may participate as teachers and designated faculty and professional advisors may guide students through the General Studies degree. The existing curriculum and advising community are sufficient to deliver the degree. The Office of the Executive Vice President and Provost and Council of Associate Deans will take the lead in providing training and support materials (including a standard admissions application and plan of study worksheets) to college and University Advising Center advisors.

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<sup>1</sup> Texas A&M University's degree is titled "University Studies" but is similar in format to many of the General Studies programs we reviewed.

**Faculty**

Since this degree will utilize the entire existing curriculum, no additional faculty are required and all may contribute.

**Staff**

Administration of the General Studies degree will utilize the existing advising and administrative structure housed within Utah State University's seven academic colleges.

**Library and Information Resource**

The collection of the library is sufficient to meet the demands of almost any focus that a student chooses within General Studies. This includes book collections, audio visual items, periodicals, and other information resources.

**External Review and Accreditation**

No external review or accreditation agencies or consultants were used in the development of the proposed Bachelors in General Studies.

**Projected Enrollment**

As noted above, enrollments for this program are expected to be modest and spread across USU's seven academic colleges. Enrollment projections for the first five years are indicated below:

|  | Year 1<br>2008-09 | Year 2<br>2009-10 | Year 3<br>2010-11 | Year 4<br>2011-12 | Year 5<br>2012-13 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
|  | 15                | 30                | 30                | 30                | 30                |

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

While Utah State University offers an extensive array of baccalaureate degree offerings, this program is designed to meet the unique needs of a few students whose circumstances and/or career objectives call for greater flexibility in the design of the academic program of study. As described above, USU's traditional degree programs provide the most discipline-focused curriculum path and satisfy the needs of the vast majority of students. The proposed General Students degree will offer the broadest degree option, providing discipline focus at the college-level, for the independent, self-directed learner with a well articulated need for the skills obtained by pursuing a broad degree.

**Audiences**

Given the flexibility granted by the General Studies degree, it is expected that the rationale underlying the choice of General Studies as a major will vary widely. Some students, proactive in charting their unique career direction, will see General Studies as a way to pursue a career path not presently available in the university's array of baccalaureate options. Other students may find themselves changing direction midway through their academic program (i.e. a business student that decides to prepare for medical school). For these students, a customized program may enable them to change directions, pursuing their new goal in a fairly direct manner, as opposed to starting at the beginning of new major. In other cases, students with several years in the workforce will be returning to complete their degree, seeking to customize a program

that fosters their present field of employment. These are just a few examples of populations for which the General Studies degree might prove attractive.

### **Value of the Degree to Graduates and Labor Market Demand**

Characteristics such as excellence in written and oral communication, problem-solving ability, experience with collaborative and team projects and independent inquiry skills necessary to become a life-long learner are frequently cited as more important than narrow, in-depth expertise. The National Association of Colleges and Employers 2008 Job Outlook survey cites the following top five personal qualities/skills employers seek: communication skills (verbal and written), strong work ethic, teamwork skills, initiative and interpersonal skills. Lee Bollinger (President of Columbia University) has stated: "An undergraduate education is a time to explore the great thinking that has occurred over time about subjects that endure. The university is about being able to move intellectually within a whole array of views." These are the very characteristics that will be developed in General Studies degree students through the "Citizen Scholar" objectives (Appendix B) in USU's University Studies program, which will be common among all General Studies majors. The area of emphasis and capstone experience will be designed to build upon and reinforce these skill sets in the context of each student's learning and career objectives.

### **Student Demand**

The program is not intended to attract large or even significant numbers of students. Rather, its intent is to meet the unique academic and professional needs of a few students. Unlike programs requiring a certain number of students to cover program-related fixed costs, this program is designed to utilize the existing faculty and administrative infrastructure.

### **Similar Programs**

Several institutions within the State of Utah offer degree programs with similar objectives to USU's proposed General Studies degree. Almost every institution in the state offers General Studies or a similar degree. The University of Utah offers University Studies: "The purpose of the Bachelor of University Studies (B.U.S.) degree option is to enable students, under the guidance of a faculty adviser, to design their own majors by combining courses from several departments." The program at the University of Utah expects students to take a proactive stance in planning their curricula. The Bachelor of Integrated Studies degrees at Weber State University, Utah Valley University and Dixie State College require students to build their programs around specific areas of emphasis or clusters. The USU General Studies degree as proposed is more closely aligned with the University Studies program as offered by the University of Utah in that students are allowed broader leeway in defining their concentrated area of study. The infrastructure supporting the USU program will reside in the seven academic colleges of the University, contrasted with the U of U, where the infrastructure for the program is more centralized in the office of undergraduate affairs.

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

Utah State University expresses thanks to the excellent guidelines provided for General Studies degrees by the statewide General Education Task Force. Since this degree is not intended as a recruitment tool, but rather an alternative program for existing students in the USU Logan and Regional Campus system there should not be any impact on other USHE institutions.

## **Benefits**

The proposed General Studies degree program will establish a rigorous, broad, degree option for the self-directed student seeking an educational experience that is customized to meet their personal and professional goals. As with all higher education degrees, the General Studies degree will help meet the public demand for a learned population, or citizen scholars.

## **Consistency with Institutional Mission**

Utah State University is a comprehensive, land-grant, research and teaching institution, offering more than 200 degree options to its students. The proposed General Studies degree will serve both traditional and non-traditional students throughout the state and is entirely consistent with the mission and role of Utah State University.

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

### **Program Assessment**

The goal for the General Studies degree allows students to explore broad academic offerings and integrate these into a personalized baccalaureate program of study. The program is designed to meet the educational objectives of independently minded, self directed learners seeking bachelor degree completion, allowing them to pursue, with appropriate faculty supervision, a structured, yet customized sequence of courses designed to meet their unique personal and career objectives.

Assessment will include:

- A demonstrated level of engagement with the content as evidenced by intellectual exchange with faculty and/or community mentors through a capstone experience, such as an internship or research project.
- A demonstrated ability to exhibit the intellectual skill set of a citizen scholar measured by successful program completion, and exit interviews of a representative sample of program graduates by the college dean or their designee.
- As graduates of an academic college, General Studies students will participate in all assessment activities of that particular college.
- Evidence that graduates possess the necessary entry level skills as measured by post-graduation employment (placement) in a discipline-related business/industry.
- Evidence that graduates possess critical work-force skills measured by post-graduation employer surveys.
- Evidence of student success through analysis of retention and time-to-graduation data for program graduates.

At the time of the three-year program review, USU expects to have a profile of the characteristics of students who choose to complete a degree in General Studies. Provided will be an analysis of how the General Studies degree is perceived and used by the prospective students outlined in the Student Demand section of this document.

### Expected Standards of Performance

Program objectives and assessment criteria have been set forth earlier in this document. As noted above, policy guidance and academic oversight for the General Studies program will be provided by the USU Council of Associate Deans. On an annual basis, the Council of Associate Deans will meet to evaluate the quality and progress of the program.

## Section V: Finance

### Budget

Because the existing curricula and faculty will be employed for this general degree, there is no additional cost to the institution. Increased retention of students who find an academic home in General Studies may positively influence tuition revenues.

| Financial Analysis Form            |                                                                                                                                                       |        |        |        |        |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|
|                                    | Year 1                                                                                                                                                | Year 2 | Year 3 | Year 4 | Year 5 |
| <b>Students</b>                    |                                                                                                                                                       |        |        |        |        |
| Projected FTE Enrollment           | 12                                                                                                                                                    | 24     | 24     | 24     | 24     |
| Cost Per FTE <sup>1</sup>          | 5,444                                                                                                                                                 | 5,444  | 5,444  | 5,444  | 5,444  |
| Student/Faculty Ratio <sup>1</sup> | 22.2                                                                                                                                                  | 22.2   | 22.2   | 22.2   | 22.2   |
| Projected Headcount                | 15                                                                                                                                                    | 30     | 30     | 30     | 30     |
| <b>Projected Tuition</b>           |                                                                                                                                                       |        |        |        |        |
| Gross Tuition                      | 59,775                                                                                                                                                | 62,764 | 65,902 | 69,197 | 72,657 |
| Tuition to Program                 | 0                                                                                                                                                     | 0      | 0      | 0      | 0      |
| 5 Year Budget Projection           |                                                                                                                                                       |        |        |        |        |
|                                    | Year 1                                                                                                                                                | Year 2 | Year 3 | Year 4 | Year 5 |
| <b>Expense</b>                     |                                                                                                                                                       |        |        |        |        |
| Salaries & Wages                   | N/A - All costs are currently covered in existing program. There are no additional faculty or staff FTE, library or other operational funds required. |        |        |        |        |
| Benefits                           |                                                                                                                                                       |        |        |        |        |
| Total Personnel                    |                                                                                                                                                       |        |        |        |        |
| Current Expenses                   |                                                                                                                                                       |        |        |        |        |
| Travel                             |                                                                                                                                                       |        |        |        |        |
| Capital                            |                                                                                                                                                       |        |        |        |        |

|                           |                                         |    |    |    |    |
|---------------------------|-----------------------------------------|----|----|----|----|
| Library Expenses          |                                         |    |    |    |    |
| Total Expenses            | \$                                      | \$ | \$ | \$ | \$ |
|                           |                                         |    |    |    |    |
| Revenue                   |                                         |    |    |    |    |
| Legislative Appropriation | N/A – Funded through existing resources |    |    |    |    |
| Grants & Contracts        |                                         |    |    |    |    |
| Donations                 |                                         |    |    |    |    |
| Reallocation              |                                         |    |    |    |    |
| Tuition to Program        |                                         |    |    |    |    |
| Fees                      |                                         |    |    |    |    |
| Total Revenue             | \$0                                     | 0  | 0  | 0  | 0  |
|                           |                                         |    |    |    |    |
| Difference                |                                         |    |    |    |    |
| Revenue-Expense           | \$0                                     | 0  | 0  | 0  | 0  |

<sup>1</sup> Numbers represent 2007-2008 USU total undergraduate averages. Source: USU Department Profiles, 2007-2008, Total USU.

## Appendix A

### Utah State University General Studies Degree Application

Type the information and responses to questions on this form. **Please develop this proposal with your advisor.** This form must be signed by you, your advisor, and the associate dean of your college.

Name: \_\_\_\_\_ A#: \_\_\_\_\_

Local Address: \_\_\_\_\_  
Street City State Zip

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Semester and year you intend to graduate: \_\_\_\_\_

College of emphasis: \_\_\_\_\_

1. Interest: Explain why you are interested in the General Studies Degree. Please indicate clearly why existing majors on campus will not help you meet your educational goals. Note that you must demonstrate that you explored other majors before you will be admitted to this one.

2. Describe your area of academic emphasis and how it relates to your goals. Your advisor will assist you in identifying faculty with appropriate expertise to develop this curriculum.

3. You must participate in a capstone experience that may be an internship, research project, independent study or a portfolio. Please describe a potential capstone experience. It is understood that this may change after consultation with a faculty mentor or advisor. This should include a description of the major tasks that must be completed.

Faculty mentor: \_\_\_\_\_

Capstone Description:

4. What are your post-baccalaureate goals? What will this degree and specifically the courses in your area of emphasis and the planned capstone experience help you accomplish?

5. Please attach to this form the completed General Studies Degree Plan of Study form indicating the courses you plan to take to complete your degree.

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Student Signature

---

Date

---

Advisor Signature

---

Date

---

Associate Dean Signature

---

Date



Appendix A, continued

GENERAL STUDIES DEGREE PLAN OF STUDY

Name: \_\_\_\_\_

Student Number: A \_\_\_\_\_

Date: \_\_\_\_\_

List courses necessary to complete University Studies or attach a college worksheet. List the courses proposed for the area of academic emphasis (min. 30 credits):

|              |               |
|--------------|---------------|
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |

|              |               |
|--------------|---------------|
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |
| Course _____ | Credits _____ |

Total \_\_\_\_\_

Describe your 3 Credit Capstone Experience:

Mentor: \_\_\_\_\_

Total \_\_\_\_\_

Checklist (Review with your Advisor):

\_\_\_\_\_ I have included courses necessary to complete my General Education requirements, composed of Communication Literacy (CL)1; Communication Literacy (CL2); Quantitative Literacy; Computer and Information Literacy exams; Breadth American Institutions (BAI); Breadth Humanities (BHU); Breadth Creative Arts (BCA); Breadth Social Sciences (BSS); Breadth Life Sciences (BLS); Breadth Physical Sciences (BPS).

\_\_\_\_\_ I have included courses necessary to complete the Depth education components consisting of 2 Communications Intensive courses, 1 Quantitative Intensive course; and 2 Depth Courses.

\_\_\_\_\_ My plan of study includes 40 credits of upper-division courses.

\_\_\_\_\_ I have included a capstone experience.

\_\_\_\_\_ I have a 2.0 USU cumulative GPA.

\_\_\_\_\_ **For BA only:** I have completed or scheduled 4 semesters of a second language.

## **Attachment to application**

### **Advisor Process of Review of the General Studies Degree Application**

1. Students must articulate the specific area of emphasis they wish to pursue and how this major meets their educational goals.
2. Students must successfully articulate why existing degrees do not meet their educational paths.
3. Students must demonstrate an understanding of career opportunities and the marketability of the degree they are proposing and reflect on how the specific skill sets addressed in the "Citizen Scholar" appendix will be incorporated in their career objectives.
4. Advisors will review interests with the students and direct them to appropriate faculty who can help determine the course content and capstone required to provide an integration of study in the major.
5. The combination of a concentration of courses AND a capstone experience should be designed to force the student to provide reflection regarding their goals and to be better prepared for the next career step.
6. Students need to be able to articulate the value of the General Studies degree.

Once the student has met with both a faculty mentor and the appropriate college advisor, the application will be forwarded to the respective college associate dean who will review the application with the advisor for relevance and acceptance. The advisor will serve as the liaison between the student and the associate dean. If the degree proposal is acceptable to all parties, it will be signed by the student, the advisor and the associate dean.

## Appendix B

### CITIZEN SCHOLAR GOALS

The mission of undergraduate education at Utah State University is to help students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. University Studies is an integral part of every student's experience—in both lower-division and upper-division courses. A solid University Studies foundation, combined with concentrated study in a major discipline and interdisciplinary studies, provides the breadth and depth of knowledge qualifying USU graduates as educated citizens.

The University Studies program is intended to help students learn how to learn—not just for the present, but also for the future. No individual can master all, or even a small portion, of society's knowledge, but students can learn the basic patterns used to obtain and organize information, enabling them to discover or recover knowledge. University Studies involves a series of interrelated educational experiences which stimulate and assist students in becoming self-reliant scholars and individuals.

#### General Education Learning Objectives

The ultimate objective is for general and discipline-specific education to complement each other in helping student to:

1. Understand processes of acquiring knowledge and information.
2. Reason logically, critically, creatively, and independently, and be able to address problems in a broad context.
3. Recognize different ways of thinking, creating, expressing, and communicating through a variety of media.
4. Understand diversity in value systems and cultures in an interdependent world.
5. Develop a capacity for self assessment and lifelong learning.

By introducing ideas and issues in human thought and experience, University Studies courses help students achieve the intellectual integration and awareness needed to meet the challenges they will face in their personal, social, and professional lives. University Studies courses emphasize how knowledge is achieved and applied in different domains. Collectively, they provide a foundation and perspective for:

1. Understanding the nature, history, and methods of the arts and humanities, as well as the natural and physical sciences.
2. Understanding the cultural, historical, and natural contexts shaping the human experience.
3. Interpreting the important cultural, socio-economic, scientific, and technological issues of the diverse global community in which we live.

A university education prepares students to work and live meaningfully in today's rapidly changing global society. Together, general and discipline-specific education helps students master the essential competencies making this goal possible. These competencies include:

1. Reading, listening, and viewing for comprehension.
2. Communicating effectively for various purposes and audiences.
3. Understanding and applying mathematics and other quantitative reasoning techniques.
4. Using various technologies competently.
5. Working effectively, both collaboratively and individually.

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College of Utah – Bachelor of Arts/Bachelor of Science degrees in Theatre – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Theatre effective Spring of 2010. The program was approved by Dixie State College of Utah Board of Trustees on November 16, 2007.

Background

The Theatre Bachelor of Arts and Bachelor of Science degrees offer a comprehensive core curriculum in Theatre designed to prepare students with a thorough foundation in the discipline. In addition to the core, students select an emphasis track in acting or design and technology; either track will prepare them with entry level professional skills or additional training at the graduate level. The degrees are offered within the context of a liberal arts curriculum.

The purpose of the degrees is to better meet the educational goals of students who enroll at DSC. At present, DSC is the only baccalaureate granting institution in the state with no degree offering in Theatre. The artistic traditions and high level of community support for the arts in DSC's service area justify the addition of Theatre degrees to DSC's existing bachelor's degree choices.

Job opportunities for trained individuals in Theatre are growing. Demand exists in the regional and national job markets as well as the local job market. Potential graduates of the Theatre program would benefit from the design of the curriculum that builds skills in communication, teamwork, critical thinking, and other competencies which could lead to placement in a range of meaningful jobs outside of Theatre.

Employers view the process-related skills mastered by the student in earning a bachelor's degree as the most desired job qualifications, ahead of content-area knowledge, in some instances. According to a study by the National Center for Education Statistics, nearly one third of all bachelor's degree graduates nationwide work in business no matter their field of study in college. For graduates in the arts and

humanities disciplines, over 80% of graduates are employed in areas other than performance and related jobs. Thus, while there are no strong data to support a Theatre liberal arts degree program, the arts are flourishing in Southwest Utah and the addition of another baccalaureate degree would serve the community.

Enrollment is expected to grow from 44 to 90 students once there is an approved BA/BS degree in Theatre. Senate Bill 90 (2007) provided the initial financial support to add the necessary faculty, staff and library resources.

#### Policy Issues

Initial questions raised by the Chief Academic Officers regarding faculty, library resources and number of credit hours were successfully resolved. Outside consultants found the proposed program to meet standards for the liberal arts degree. Thus, USHE institutions support the BA/BS in Theatre.

#### Commissioner's Recommendation

The Commissioner recommends the Regents review the Bachelor of Arts/Bachelor of Science degrees in Theatre requested by Dixie State College of Utah, raise questions, and, if satisfied, approve the request.

---

William A. Sederburg, Commissioner

WAS/PCS  
Attachment

Academic, Career and Technical Education, and Student Success

Action Item

Request to Offer a Bachelor of Arts/Bachelor of Science in Theatre

Dixie State College of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

March 24, 2010

## **Section I: The Request**

Dixie State College (DSC) requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Theatre effective Fall of 2010. The program was approved by the institution's Board of Trustees on November 16, 2007.

## **Section II: Program Description**

### **Complete Program Description**

The plan for these degrees is based on a comprehensive core curriculum in Theatre designed to prepare students with a thorough foundation in the discipline. In addition to the core, students select an emphasis track that will prepare them with entry level professional skills, or prepare them for additional training at the graduate level. The degrees are offered within the context of a liberal arts curriculum.

The two emphasis tracks within the degrees are acting and design and technology. The emphasis tracks provide a meaningful level of professional preparation in addition to the core, but still protect the liberal arts experience for students compared to the more narrowly focused and professionally oriented curriculum of a Bachelor of Fine Arts degree. An outline of the core curriculum and emphasis tracks can be found in Appendices A and B. Much of the curriculum is already in place.

Students opt to complete Theatre degree requirements in conjunction with either a BS or a BA program. Students pursuing a BS degree would use the Associate of Science general education requirements as the foundation of lower-division study. For those pursuing a BA degree, the general education standards in the DSC Associate of Arts curriculum would apply, with the addition of a second year of foreign language coursework.

### **Purpose of Degree**

The purpose of the degrees is to better meet the educational goals of students who enroll at DSC. A detailed description of student interest in the degrees can be found in Section III of this document. The degrees will help fulfill DSC's obligation mandated by its mission statement to offer students baccalaureate programs in core or foundation areas consistent with four-year colleges. According to the Utah System of Higher Education (USHE) 2007 Data Book, DSC's present bachelor degree offerings include subject areas chosen by 49% of students statewide. In order to fill its mission, DSC needs to offer a wider variety of degrees to meet the needs of students. Statewide, approximately one in twenty bachelor's degrees awarded is in the area of visual and performing arts. This addition of degree would give DSC students significantly expanded choices (<[http://www.utahsbr.edu/pdfs/databook/2007\\_DataBook.pdf](http://www.utahsbr.edu/pdfs/databook/2007_DataBook.pdf)> page 16, table 8).

The rich artistic heritage of the state suggests that every four-year school should have fine arts baccalaureate degrees. A Theatre program is an essential and traditionally valued core or foundation degree. Of the baccalaureate degree granting institutions in the state, DSC is the only school that has no degree offering in Theatre. The artistic traditions and high level of community support for the arts in DSC's service area also justify the addition of Theatre degrees to the array of bachelor's degree choices. For example, St. George Musical Theatre (SGMT), a community theatre organization, served 26,506 audience members in the 2006-07 season, according to data provided by the Utah Arts Council. The Tuacahn Center for the Arts reports attendance of 115,990 compared to the Utah Shakespeare Festival attendance of 126,290 in the same season.

Job opportunities for trained individuals in Theatre are growing. Demand exists in the regional and national job markets as well as in the local job market. However, in addition to the typical job titles for Theatre professionals, these degrees are designed to develop in graduates a wide variety of communication, teamwork, critical thinking, and other skills that could lead to placement in a range of meaningful jobs outside of Theatre. Employers view the process-related skills mastered by the student in earning a bachelor's degree as the most desired job qualifications, ahead of content-area knowledge. According to a study by the National Center for Education Statistics, nearly one third of all bachelor's degree graduates nationwide work in business, no matter what their field of study was in college. For graduates in arts and humanities disciplines, over 80% of graduates are employed in areas other than performance and related jobs. (See <<http://nces.ed.gov/pubs2001/2001165.pdf>>, page 48). DSC is a liberal arts institution, and this degree proposal is consistent with the goal of preparing students with flexible skills in order to qualify for a wide array of jobs in a changing job market.

### **Institutional Readiness**

The impetus for fine arts bachelor's degrees at DSC has grown in the past several years, accelerated even more by the recent legislative line-item funding for a Theatre and a music bachelor's degree at the institution. In response to legislative intention and institutional strategic planning, DSC is committed to working in cooperation with the State Board of Regents to create a high-quality baccalaureate program in Theatre. Funds from the state legislature allowed for the recent hiring of three new Theatre faculty members in preparation for a bachelor's degree. Resources are now in place for this program. Approval of this degree will enhance the institution's ability to offer varied undergraduate education opportunities and better serve students.

Since 1999, when the first baccalaureate degree was added to Dixie State College's curriculum, a total of nine bachelor's degrees have been approved. In 2005, a significant change in the process of degree development occurred. At that time, the institution's mission was expanded to include offering students baccalaureate programs in core or foundation areas consistent with four-year colleges. This augmented mission is both a response to student needs in the service area and a reflection of institutional preparedness.

DSC is fortunate at this juncture to have excellent facilities to support arts production activities. The Dolores Doré Eccles Fine Arts Center, completed in 2004, features a 500 seat proscenium theater, a black box theater, a 300 seat concert hall and a 7,000 square foot art gallery. Rehearsal rooms, practice rooms, a scene shop, a costume shop, a makeup room, and dressing rooms complete the facility. The building planning process and the financial investment of constructing the facility anticipated the kind of program growth represented in this degree proposal. The building was planned and built to house bachelor's degree programs.

DSC has nearly a century-long tradition of arts instruction and production activities. The present lower division art, dance, music and Theatre coursework is enhanced by numerous and varied performance and gallery activities. Fine arts programs do not in any way represent uncharted territory for the institution. The current calendar of arts events demonstrates a robust level of art production and shows the readiness of DSC to move forward with bachelor's degrees in this area.

Institutional readiness for fine arts baccalaureates is further demonstrated by the progressive liaisons the College has formed with leading community arts organizations. During the past ten years, DSC faculty and students have been an important resource for the Tuacahn Center for the Arts. The Southwest Symphony,



the Southwest Chorale, and The Heritage Choir all have a formal relationship with DSC and function with the support of college faculty and facilities. Community connections such as these demonstrate a high level of program maturity.

A vital factor in the development of a successful Theatre bachelor's degree is the availability of scholarship funds for students. The institution has a substantial scholarship endowment and aggressive plans to further augment the availability of scholarships. These added funds will be an essential part of program growth.

### **Faculty**

DSC has worked to attract and retain an experienced and well-prepared Theatre faculty. Funds from the 2006 Senate Bill 90 have already been used to more than double the size of the faculty, and all full-time faculty members hold terminal degrees in their fields of expertise. The list of academic and artistic accomplishments of the faculty is significant. (See Appendix C for details.) The faculty roster includes Jan Hunsaker, an adjunct with a terminal degree who is qualified and experienced at teaching Theatre methods courses. She is currently a high school Theatre teacher/administrator in Washington County, so she would bring to DSC theatre education students a wealth of real-life wisdom. Current faculty are fully qualified to teach proposed upper-division classes, and faculty resources are now sufficient to cover classes as curriculum expands to include four years of course offerings. Unless growth exceeds projections, it is not anticipated that additional faculty positions will be needed during the first five years of the program.

On-going development of faculty members is important to the experience students have in the program. It is the responsibility of faculty members to stay current in the discipline and in their areas of specialization. This effort is supported by institutional faculty development funds and by departmental funds when available. Current Theatre faculty members have benefited from professional development grants, and although existing funding is not extensive, it has provided meaningful opportunities for faculty members to participate in conferences and other professional development activities. Outside professional work is viewed as important to faculty credibility and on-going preparation. DSC administration has been very supportive and flexible in facilitating appropriate opportunities for outside work that enhance faculty credentials.

### **Staff**

The current DSC Fine Arts Division includes Art, Dance, Music and Theatre. These four programs are supported by one full-time secretary, who reports to the division Associate Dean. In anticipation of bachelor's degrees in fine arts, communication, previously part of the Fine Arts Department, recently became a stand-alone department, with its own clerical support. This effectively resulted in an increase of clerical support for fine arts disciplines. As programs grow, clerical positions dedicated to specific fine arts disciplines will be needed.

One hybrid position is still needed in relationship to this proposal. DSC is committed to make discipline-specific advisement available to students in every bachelor's degree program. The model on campus is use of a non-tenure track lecturer/advisor as the key point of contact for students within degree programs, and this person is the focus of both recruitment and advisement activities. Theatre lacks this position.

The Theatre program has an additional full-time staff employee, a theatre technician. The duties attached to this position are exclusively related to Theatre production needs. Technical support for other activities, including Art, Dance, Music, and outside events is provided through other resources on campus. No additional staff needs in Theatre are anticipated in the immediate future.

### **Library and Information Resources**

Present DSC library holdings in Theatre offer a solid starting point for the resources necessary to support a four-year curriculum. Scholarly activities generated by the program depend on library support in order to create rigor and excellence. In addition to general library funds, the budget proposal for this degree includes funding for library materials to support Theatre curriculum.

### **Admission Requirements**

Any matriculated DSC student in good standing with the College is eligible for admission to the major. Declaration of the major is required for admission and is accomplished through the processes defined by the Registrar's Office. Students are admitted to the degree program directly upon declaring the major. The sooner students select a major, the greater their opportunity for timely degree completion. After the sophomore year, continuance in the program is dependent on an audition or portfolio review.

### **Student Advisement**

Personally tailored and department specific advisement is viewed as a crucial factor for student success in this program. A lecturer/advisor who is a staff member in the department will assist students in initial planning of their course sequences and monitor progress in an ongoing series of regularly scheduled interviews. In addition to providing a structure for immediate student success, the in-department advisement service will track students after graduation, thus facilitating program assessment and providing alumni with a permanent network to assist in career development. The advisement process will be a key factor in building in students a strong sense of an academic home in the department, both while they are enrolled and after they graduate.

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

The total number of credits required in the proposed program ranges from 121 to 123, depending on the emphasis track chosen and whether the student opts for a BS or a BA degree. The design of these degrees reflects DSC's commitment to balance academic excellence with timely degree completion and student control of a meaningful block of elective credits. Adequate elective credit invites student ownership of the educational experience, allows for personal education strategies based on unique career and personal goals, and facilitates transfer to and from the institution without penalty. At the same time, courses required in the major are carefully designed to provide students with thorough and rigorous preparation. With two degree options and two emphasis choices, students have the possibility of four different curriculum packages.

### **External Review and Accreditation**

This proposal and the DSC Theatre program received a pre-accreditation review from a representative of the National Association of Schools of Theatre (NAST) by Dr. D. Terry Williams in March of 2009. Dr. Williams found that the program curriculum and DSC's resources meet NAST standards. He finds no barriers to moving forward with implementation of this degree. He states, "The Bachelor of Arts/Bachelor of Science in Theatre is a credible degree that meets the minimum standards as specified by NAST when it is used as a liberal arts program of study."

This proposal has also been reviewed by Dr. Kathleen F. Conlin, who is past president of the NAST and currently the Hewitt Professor of Theatre in Residence at the University of Illinois. In addition, it has been reviewed by Dr. Bob Nelson, former chair of the Theatre Department at the University of Utah. All reviews

support DSC's ability to move forward with a Theatre liberal arts degree. Their responses can be found in Appendix D.

Accreditation of this new program will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence. Once the program is established, it is the intention of faculty and administration to seek accreditation with the National Association of Schools of Theatre. This organization requires that the program produce some graduates before an application for accreditation can be made. Current juniors could graduate at the end of the academic year following approval of the degree, which means that the accreditation process could begin in the 2011-2012 academic years. The cost for initial accreditation is estimated at \$10,000, which includes accreditation visits from representatives of NAST. Consultation with NAST representative Dr. D. Terry Williams during his recent visit to DSC suggests that there should be no major barriers to accreditation.

### **Projected Enrollment**

Because there is not at present a Theatre major available at DSC, accurately predicting the expected number of majors is problematic. Enrollment in freshman level, non-general education Theatre courses is a reliable predictor of student interest in the program. These students have already chosen DSC and have embarked on course work leading to a degree. Average non-duplicated fall enrollment in these courses for the past three years is 44 students. It is a reasonable expectation that the establishment of a degree program will increase the number of declared majors.

For purposes of estimating program enrollments, a freshman class of 44 students is projected for fall of 2010. DSC has an average freshman year to sophomore year retention rate of about 44%. Access to a major program of study leading to a bachelor's degree should significantly improve retention, but for the sake of a conservative projection, the 44% retention rate would yield a sophomore class of about 20 majors, based on fall 2007 enrollments of 44. One retention observer suggests that attrition rates can typically be expected to decrease by half each year after the sophomore year (Schreiner, Laurie. "Taking Retention to the Next Level: Of Strengths and Sophomores" (available at [http://www.cccu.org/resourcecenter/resID.2363,parentCatID.130/rc\\_detail.asp](http://www.cccu.org/resourcecenter/resID.2363,parentCatID.130/rc_detail.asp))). For DSC, that would mean a loss of 28% from the sophomore to junior year and a loss of 14% from the junior to senior year. Using these figures, the junior class would have 14 students and the first graduating class of the program would have 12 students. Assuming no increase in growth rate, total enrollment in the program at that time would be 90. A 10% growth factor has been assumed from the fourth to fifth year for purposes of projecting enrollments, yielding a total enrollment of 99 in the fifth year.

Student Headcount Projections would be as follows:

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 2010 | 44                | 6            | 7.33                     | Not applicable            |
| 2011 | 64                | 6            | 10.66                    |                           |
| 2012 | 78                | 6            | 13                       |                           |
| 2013 | 90                | 6            | 15                       |                           |
| 2014 | 99                | 6            | 16.5                     |                           |

Access to programs of study generates student enrollment, not vice-versa. In a 2007 national poll of graduating high school students, 83% said that availability of their desired major was the number one factor in selecting a post-secondary institution (<[http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle\\_print&ID=1004683](http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle_print&ID=1004683)>). In light of this fact, it is anticipated that offering a bachelor's degree as the clearly defined and realistically attainable result of a program of study will have a significant positive impact on enrollment and retention.

Although the enrollment projection numbers noted above are conservative, if not pessimistic, actual enrollments will ultimately be tied directly to the resources available to support recruiting activities and to provide scholarships for potential students. The number of declared majors and graduates in the program will increase as fast as these two factors allow. Improved retention coupled with active recruiting will result in significantly higher enrollments. The primary focus of recruiting activities will be where the need for DSC bachelor's-level education has immediate relevance: Washington County. There is especially urgent need to attract under-represented groups, such as local Hispanics, to higher education opportunities like this Theatre program. Energetic recruiting is a vital part of delivering college programs to the service area. One of the components in the faculty section of this document is provision for a lecture/advisor that would assist with recruitment. Effective recruiting, especially local recruiting, is viewed by faculty as an essential part of a healthy program. Finding students who are a good match for the program from the range of potential college students is one of the most important factors in success.

Another vital component in building enrollments, and one tied directly to successful recruiting, is the availability of scholarships. Enrollment growth to reach or exceed the conservative figures suggested above will be directly related to the institution's ability to assist students with substantial and plentiful scholarship awards. Lower-income Washington County residents who have the most urgent needs for higher education opportunities will have access to bachelor's degree programs only with the help of scholarships and other financial assistance. Tuition waiver scholarships are the foundation of scholarship awards strategy; more are needed. Currently, six tuition waiver scholarships are assigned to Theatre in support of a two-year program. Double that number would be needed to support students through four years of training. Similarly, doubling the current number of academic and need-based scholarships will be essential to healthy enrollment growth in a four-year program. The purpose of scholarship awards is not to "buy" students from around the state and region, but to provide access to education for a needy, largely local population. Talent-based scholarships are also a vital component in building a student pool able to support baccalaureate level arts activities.

### **Expansion of Existing Program**

In order to meet the demands of DSC Theatre students in the past several years, much of the upper-division curriculum for these proposed degrees has already been put in place. This will make the transition from a two-year program to a full baccalaureate curriculum relatively seamless. Enrollments in theatre courses have increased steadily as upper division course work has been added, as demonstrated in the chart below. The decrease in enrollments from the 2005 academic year to 2006 reflects a change in general education requirements and the institutional level. Since that time, a greater portion of Theatre coursework has served prospective majors as opposed to general education students.

| <b>Theatre Arts</b>                                        |             |             |             |             |             |
|------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Course Enrollment Trends - 5 Years by Academic Year</b> |             |             |             |             |             |
|                                                            | <b>2005</b> | <b>2006</b> | <b>2007</b> | <b>2008</b> | <b>2009</b> |
| Distinct Headcount                                         | 448         | 242         | 238         | 262         | 315         |
| Student Credit Hours (SCH)                                 | 1,735.00    | 911.5       | 980.5       | 1,110.00    | 1,395.50    |

### Section III: Need

#### Program 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, can only be viewed as a sobering call to action. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7% in the twenty-five to thirty-four-year-old age groups. As a point of reference, the national rate for the same group is 29.9%, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5%.

Access to higher education in the immediate 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 degrees is above the national average. The education offered in the area tends to be the education attained. The notion that citizens in this region can go elsewhere in the state for baccalaureate training in Theatre or other disciplines may make sense in some theoretical realm, but the facts show that they are not going to other institutions, thus creating a serious education deficit. 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 a full selection of core degrees is the crucial first step 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. This Theatre degree proposal is an important component of a larger agenda.

#### Market Demand

Washington County has a vibrant and sophisticated arts-focused lifestyle which generates a remarkably high level of arts activity in the community. The North American Industry Classification System (NAICS) provides the United States Government's official employment census. Data are compiled from information supplied by mandate from all employers in the nation. A recent NAICS report shows 399 private sector jobs in Performing Arts and Spectator Sports in Washington County. An informal look at the community, with theatre activities at the notable Tuacahn Center for the Arts, suggests that a meaningful portion of the NAICS-reported jobs are in fact theatre related. Although specific data for private sector theatre jobs are not provided, the report gives reliable validation to the claim that Washington County has significant needs for employees trained in the areas of arts and entertainment.

In regional and national job markets, prospects for theatre-trained job seekers are generally stable. The U.S. Department of Labor Bureau of Labor Statistics (BLS) *Occupational Outlook*, rates employment prospects for the full spectrum of occupations *Handbook* (available at <http://www.bls.gov/oco/home.htm>).

Much of the professional, non-teaching work for graduates in Theatre is very competitive. Free-lance performers must be willing to be mobile, and may have periods of unemployment between jobs. Teaching positions related to the arts generally offer more job security and stability. In spite of these long-standing challenges, overall prospects for employment are growing in most arts areas.

In the competitive area of Artists and Related Workers, the BLS notes, "Postsecondary training is recommended for all artist specialties. Although formal training is not strictly required, it is very difficult to become skilled enough to make a living without some training. Many colleges and universities offer programs leading to the bachelor's or master's degree in fine arts" (<http://www.bls.gov/oco/ocos092.htm>).

In the traditionally competitive field of Actors, Producers and Directors, the BLS notes, "Employment of actors, producers, and directors is expected to grow about as fast as the average for all occupations through 2014. . . . Expanding cable and satellite television operations, increasing production and distribution of major studio and independent films, and continued growth and development of interactive media, such as direct-for-Web movies and videos, should increase demand for actors, producers, and directors. . . . Venues for live entertainment, such as Broadway and Off-Broadway theaters, touring productions, and repertory theatres in many major metropolitan areas, as well as theme parks and resorts, are expected to offer many job opportunities" (<http://www.bls.gov/oco/ocos093.htm>).

### **Student Demand**

The 2006-2007 DSC Freshman Class Profile Report compiled by the American College Testing Program provides reliable external information about student demand for degrees at DSC. This survey combines Visual and Performing Arts into one category. Visual and Performing Arts tied with Business as the second most popular area of study among entering DSC freshman who had taken the ACT. Health Science was the most popular, and Education was a close third behind Arts and Business ("The ACT Class Profile Service Report, for Dixie State College of Utah").

A poll of DSC associate degree graduates in 2006 provides interesting corroboration to the ACT data. Significantly, 78% of the graduates said they would remain at DSC to earn a bachelor's degree if programs of study were available in their fields of interest. The list of bachelor degree programs desired by these students revealed that the combined arts and performance-related disciplines (Art, Dance, Music, and Theatre) ranked third among student requests ("DSC 2006 Exit Survey," data provided by DSC Registrar's Office). In both the DSC poll of graduates and the ACT data, crossover from education to Theatre further supports the profile of student demand for a Theatre degree.

Conservatively projected student enrollments previously noted in this document show 99 theatre majors by the year 2015. That number suggests student demand for a theatre degree, and is consistent with the data showing interest in fine arts degrees in general. It is expected that Theatre majors will be divided more or less evenly between the performance and the design and technology emphases, with about 50 students in each emphasis. The student's option for a BS or BA degree within those emphasis choices does not impact Theatre curriculum directly. Best projections suggest that a majority Theatre majors will pursue the BS degree, which would minimize the extra college resources needed to support foreign language coursework.

Understanding the hopes of specific students currently studying Theatre at DSC adds meaningful insights to the need for the proposed degrees.

### **Similar Programs Already Offered in the USHE**

All other Utah baccalaureate-granting institutions offer degrees in Theatre. However, there is no question of undesirable duplication in this fact. Every institution and its service area merit equally the rich cultural and educational opportunities created through core fine-arts baccalaureate programs. The absence of a foundation area such as Theatre can only be viewed as a serious deficiency in any individual institution.

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

The DSC Theatre degrees have been designed to coordinate closely with other Theatre programs in the USHE in order to assure ease of transfer for students who may move from one institution to another. While the proposed curriculum is not an exact match to any one program, courses and degree requirements at both the University of Utah and Utah State University were especially useful models. Additionally, DSC Theatre faculty members have been pro-active in the annual system-wide Majors Meetings in an effort to improve articulation of courses among institutions.

The goal of this program and other baccalaureate offerings at DSC is to increase the overall level of bachelor degree attainment in Dixie's immediate service area and in the state, thus enhancing economic development and personal achievement. The question is not whether additional opportunities for county citizens will hurt an individual institution. Rather, the question is how the system can significantly increase access to education for all citizens. Expanded access is a win/win proposition for all institutions, as it is the key factor in lifting the economy of the state and region. Rationing educational opportunity, especially in core fine-arts areas such as theatre, is counterproductive.

Southern Utah University, the USHE institution closest to DSC, has a notable Theatre program. However, Washington County supplies only 7% of SUU's freshman class and only 9.5% of SUU's total student body (<http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>). By contrast, 70% of DSC's freshman class comes from Washington County. There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of a theatre degree at DSC will adversely affect SUU's student population.

### **Benefits**

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. The current completion rate of bachelor's degrees for citizens in the DSC service area, among the lowest in the nation, can only be viewed as a sobering call to action. The costs for Washington County students of traveling to another institution appear to be a substantial hindrance to baccalaureate completion. Approving the proposed degree will improve access for the growing population of southwest Utah. Also, the degree will allow DSC to further develop its baccalaureate mission and provide a number of educated employees for regional and local employers. The liberal arts context of these degrees means that graduates will be prepared with communication, problems solving, teamwork, and critical thinking skills that will serve many employers outside of the world of professional theatre.

### **Consistency with Institutional Mission**

DSC's mission authorizes offering "core and foundational" degrees, and the institution's academic plan includes fine arts degrees as an essential component in achieving the mission. Theatre and music are the fine arts priorities in the plan. These degrees are vital core components of a comprehensive four-year institution's offerings, as evidenced by the fact that in 2004-05, degrees awarded in the category of visual

and performing arts rank fifth among the most common bachelor's degrees earned at institutions nationally (<<http://nces.ed.gov/programs/digest/d06/tables/xls/tabn254.xls>>).

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

Learning and skill outcomes for the program have been shaped with careful reference to the National Association of Schools of Theatre guidelines. Program design and management are founded in the following standards:

1. A holistic approach to the practice of theatre shall be emphasized in program curriculum and related production activities. Students will be well-founded in the general discipline before specializing in emphasis tracks.
2. Attention will be given to breadth in general studies and to attitudes relating to human and personal considerations that give communities and individuals their identities.
3. Students will be prepared to relate their understanding of artistic styles to human history and to contemporary issues.
4. Students will develop competence in essential professional, performance, production, and technical skills as a result of experiences in emphasis tracks and production activities.

### **Expected Standards of Performance**

Graduates of the program will have the following competencies:

1. The ability to think conceptually and critically about text, performance, and production.
2. The ability to develop and defend informed judgments about theatre.
3. An understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
4. An acquaintance with a wide selection of theatre repertory including the principal eras, styles, genres and cultural sources.
5. An understanding of procedures and approaches for realizing a variety of theatrical styles.
6. Technical skills requisite for artistic self-expression in areas of performance and/or design and technology appropriate to individual needs and interests, and consistent with the goals and objectives of the specific emphasis program being followed.
7. Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance and production experiences. Students must have such experiences throughout the degree program.

### **Program Assessment**

Individual courses are the building block components of the program, and the first level of program assessment will be tied directly to course assessment. Program success will be evaluated through accumulation and analysis of course assessment tools which are designed to measure achievement of specific course objectives. Data gathered from course assessments will be used to improve learning activities in areas showing lower student success. Students will demonstrate mastery of core and emphasis content knowledge through formative and summative course evaluations. Within a context of appropriate courses, students will demonstrate arts performance and production skills by preparing art works suitable for a public audience.



An additional major assessment tool will be senior projects, required of each graduating student in the degree. The projects will be designed to reflect acquired knowledge and skills. Senior projects represent assimilation of curriculum components and focus on performance and production activities, and will also include a written component. The projects will present a level of expertise and skill that could secure employment for students in their areas of emphasis. The response of the public, of critics, and of outside experts to senior projects will be used to assess success, and feedback from the projects will aid in further strengthening the degree design.

Standards of performance will be specifically assessed as follows:

Standards 1, 3, 6, and 7 will be assessed primarily in the senior project.

Standard 2 will be assessed through student papers that evaluate theatre performances at DSC and at other venues. Such papers are required in several courses throughout the student's experience in the program, including THEA 1001, THEA 1033, THEA 1513, THEA 2210, THEA 3600, THEA 3720, and THEA 3730.

Standards 4, 5, and 6 will be assessed through projects and papers in THEA 3720, Theatre History I and THEA 3730, Theatre History II, and through evidence of a production program that includes dramatic literature of varied styles and from varied historical periods.

Coursework within the proposed degree is designed to prepare students with baccalaureate level core knowledge and skills in the students' chosen area(s) of emphasis. It is anticipated that graduates will enter the professional job market or continue training in a master's degree program. Beyond graduation, the department advisement office will track experiences of graduates as they move forward in employment, graduate studies, and other professional activities. Information gathered from surveys of graduates will be used to identify program strengths and weaknesses to the end of improving the curriculum. A component of graduate surveys will be an evaluation of graduates' satisfaction with their training.

All of these assessment activities will be incorporated into the ongoing formal institutional accreditation process, which functions with regularly scheduled external evaluations and self-reports. Other specifically fine-arts-related external higher education accreditation organizations, such as the National Association of Schools of Theatre, will also be used to aid in assessment.

## Section V: Finance

Budget increase estimates are based on a 5% increase in salaries and benefits and a 10% increase in other expenses annually. These modest increases will provide support for needs associated with program maturity and to make some allowance for inflation. A flat funding model would be a clear signal of a static program. This model anticipates and facilitates program development.

| Financial Analysis Form for All R401 Documents |          |          |          |           |           |
|------------------------------------------------|----------|----------|----------|-----------|-----------|
| Students                                       | Year 1   | Year 2   | Year 3   | Year 4    | Year 5    |
| Projected FTE Enrollment                       | 44       | 64       | 78       | 90        | 99        |
| Cost Per FTE                                   | \$1,194  | \$1,194  | \$1,194  | \$1,194   | \$1,194   |
| Student/Faculty Ratio                          | 7.33     | 10.66    | 13       | 15        | 16.5      |
| Projected Headcount                            | 53       | 72       | 89       | 98        | 109       |
| Projected Tuition                              | Year 1   | Year 2   | Year 3   | Year 4    | Year 5    |
| Gross Tuition                                  | \$52,525 | \$76,400 | \$93,132 | \$107,460 | \$118,206 |

|                                 |                  |                  |                  |                  |                  |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|
| Tuition to Program              | \$40,900         | \$48,590         | \$56,995         | \$66,175         | \$87,174         |
| <b>5 Year Budget Projection</b> |                  |                  |                  |                  |                  |
| <b>Expense</b>                  | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
| Salaries & Wages                | \$199,200        | \$209,160        | \$219,618        | \$221,598        | \$242,130        |
| Benefits                        | \$40,800         | \$42,840         | \$44,982         | \$47,232         | \$49,590         |
| Total Personnel                 | \$240,000        | \$252,000        | \$264,600        | \$277,830        | \$291,720        |
| Current Expense                 | \$20,900         | \$22,990         | \$25,289         | \$27,818         | \$30,600         |
| Travel                          | \$5,000          | \$5,500          | \$6,050          | \$6,655          | \$7,320          |
| Capital                         | \$7,500          | \$8,250          | \$9,075          | \$9,982          | \$10,980         |
| Library Expense                 | \$7,500          | \$8,250          | \$9,075          | \$9,982          | \$10,980         |
| <b>Total Expense</b>            | <b>\$280,900</b> | <b>\$296,990</b> | <b>\$314,089</b> | <b>\$332,267</b> | <b>\$362,580</b> |
| <b>Revenue</b>                  | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
| Legislative Appropriation       | \$240,000        | \$248,400        | \$257,094        | \$266,092        | \$275,406        |
| Grants & Contracts              |                  |                  |                  |                  |                  |
| Donations                       |                  |                  |                  |                  |                  |
| Reallocation                    |                  |                  |                  |                  |                  |
| Tuition to Program              | \$40,900         | \$48,590         | \$56,995         | \$66,175         | \$87,174         |
| Fees                            |                  |                  |                  |                  |                  |
| <b>Total Revenue</b>            | <b>\$280,900</b> | <b>\$296,990</b> | <b>\$314,089</b> | <b>\$332,267</b> | <b>\$362,580</b> |
| <b>Difference</b>               | <b>0</b>         | <b>0</b>         | <b>0</b>         | <b>0</b>         | <b>0</b>         |
| Revenue-Expense                 | \$0              | \$0              | \$0              | \$0              | \$0              |

### Funding Sources

Funding for the proposed degree budget will come from institutional funds, including tuition revenue and state allocations. Senate Bill 90 in the 2007 legislative session provided almost all of the needed funds for the first year budget projections in the chart above. Faculty feels strongly that quality is tied to adequate funding, and that the degree should not grow at a faster rate than resources can support.

### Reallocation

It is not anticipated that any significant internal reallocation will be required in order to fund this program.

### Impact on Existing Budgets

It is anticipated that current budgets are adequate for this program in its initial years of operation. Funding for other programs will not be affected by the addition of this degree.

## Appendix A: Bachelor of Theatre Curriculum Program Curriculum

### All Program Courses

| Course Prefix & Number      | Title                             | Credit Hours |
|-----------------------------|-----------------------------------|--------------|
| General Studies             |                                   |              |
| General Education           |                                   | 31.0         |
| Diversity/Ethics            |                                   | 6.0          |
| <b>Sub-Total</b>            |                                   | <b>37.0</b>  |
| <i>Theatre Core Courses</i> |                                   |              |
| THEA 1001                   | Intro to Theatre Studies          | 1.0          |
| THEA 1033                   | Acting I                          | 2.0          |
| THEA 1223                   | Stage Makeup                      | 3.0          |
| THEA 1113                   | Voice and Diction                 | 3.0          |
| THEA 1513                   | Stage Craft                       | 3.0          |
| THEA 1713                   | Script Analysis                   | 3.0          |
| THEA 2203                   | Costume Construction              | 3.0          |
| THEA 2210                   | Scenic Design I                   | 3.0          |
| THEA 3600                   | Directing I                       | 3.0          |
| THEA 3720                   | Theatre History and Literature I  | 3.0          |
| THEA 3730                   | Theatre History and Literature II | 3.0          |
| THEA 3880                   | Stage Management                  | 3.0          |
| THEA 4400                   | Practicum/Internship              | 4.0          |
| THEA 4999                   | Senior Project                    | 3.0          |
| <b>Sub-Total</b>            |                                   | <b>40.0</b>  |
| <i>Electives</i>            |                                   |              |
| THEA 1013                   | Introduction to Theatre           | 3.0          |
| THEA 1023                   | Understanding Movies              | 3.0          |
| THEA 1025                   | Understanding Movies Lab          | 0.0          |

|           |                                 |          |
|-----------|---------------------------------|----------|
| THEA 1025 | Understanding Movies Lab        | 0.0      |
| THEA 1150 | Theatre Workshop: Performance   | 0.5-1.0  |
| THEA 1160 | Theatre Workshop: Costumes      | 0.5-1.0  |
| THEA 1170 | Theatre Workshop: Sets          | 0.5-1.0  |
| THEA 1180 | Theatre Workshop: Lights        | 0.5-1.0  |
| THEA 1800 | Theatre Work Experience         | variable |
| THEA 1810 | Theatre Work Experience         | variable |
| THEA 1820 | Theatre Work Experience         | variable |
| THEA 1830 | Theatre Work Experience         | variable |
| THEA 1840 | Theatre Work Experience         | variable |
| THEA 1850 | Theatre Work Experience         | variable |
| THEA 1900 | Private Applied Theatre: Acting | 1.0      |
| THEA 2113 | Intermediate Voice & Diction    | 3.0      |
| THEA 2150 | Theatre Workshop: Performance   | 0.5-1.0  |
| THEA 2160 | Theatre Workshop: Costumes      | 0.5-1.0  |
| THEA 2170 | Theatre Workshop: Sets          | 0.5-1.0  |
| THEA 2180 | Theatre Workshop: Lights        | 0.5-1.0  |
| THEA 2220 | Children's Theatre              | 3.0      |
| THEA 2420 | Playwriting                     | 3.0      |
| THEA 2900 | Independent Study Theatre       | variable |
| THEA 2990 | Seminar in Theatre Arts         | variable |
| THEA 3150 | Theatre Workshop: Performance   | 0.5-1.0  |
| THEA 3160 | Theatre Workshop: Costumes      | 0.5-1.0  |
| THEA 3170 | Theatre Workshop: Sets          | 0.5-1.0  |
| THEA 3180 | Theatre Workshop: Lights        | 0.5-1.0  |
| THEA 4150 | Theatre Workshop: Performance   | 0.5-1.0  |
| THEA 4160 | Theatre Workshop: Costumes      | 0.5-1.0  |
| THEA 4170 | Theatre Workshop: Sets          | 0.5-1.0  |
| THEA 4180 | Theatre Workshop: Lights        | 0.5-1.0  |
| THEA 4270 | Stage Makeup II                 | 3.0      |

|                                     |                                                                                                                                                                                                                                                                                                                                                  |             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| THEA 4320                           | Scene Painting                                                                                                                                                                                                                                                                                                                                   | 3.0         |
| <b><i>Theatre Track Courses</i></b> |                                                                                                                                                                                                                                                                                                                                                  |             |
| <b><i>1. Acting Track</i></b>       |                                                                                                                                                                                                                                                                                                                                                  |             |
| THEA 2033                           | Acting II                                                                                                                                                                                                                                                                                                                                        | 3.0         |
| THEA 2043                           | Acting III                                                                                                                                                                                                                                                                                                                                       | 3.0         |
| Movement & Voice                    | Choose 4 credits from the following:<br>DANC 1200/2200, Modern I, II, (2 credits each)<br>DANC 1500/2500, Jazz I, II (2 credits each)<br>DANC 1540/2540 Movement for Musical Theatre I, II (2 credits each)<br>PEHR 1720 Social Dance (1 credit) (continued)<br>MUSC 1810/2810/3810 Private Applied Music I, II, III, IV, Vocal, (1 credit, fee) | 4.0         |
| THEA 2053                           | Classical Acting                                                                                                                                                                                                                                                                                                                                 | 3.0         |
| THEA 3113                           | Accents and Dialects                                                                                                                                                                                                                                                                                                                             | 3.0         |
| Acting Studio                       | Choose 9 credits from the following:<br>THEA 3033, Acting Studio: Musical Theatre (3 credits)<br>THEA 3043, Acting Studio: Acting for the Camera (3 credits)<br>THEA 4033, Acting Studio: Mask (3 credits)<br>THEA 4043, Acting Studio: Stage Combat (3 credits)                                                                                 | 9.0         |
| <b>Sub-Total</b>                    |                                                                                                                                                                                                                                                                                                                                                  | <b>25.0</b> |
| <b><i>2. Design/Tech Track</i></b>  |                                                                                                                                                                                                                                                                                                                                                  |             |
| THEA 2240                           | Costume Design I                                                                                                                                                                                                                                                                                                                                 | 3.0         |
| THEA 2290                           | Lighting Design I                                                                                                                                                                                                                                                                                                                                | 3.0         |
| THEA 3500                           | Sound Engineering                                                                                                                                                                                                                                                                                                                                | 3.0         |
| THEA 4390                           | Costume History                                                                                                                                                                                                                                                                                                                                  | 3.0         |
| THEA 4660                           | Survey of Period Styles/Décor                                                                                                                                                                                                                                                                                                                    | 3.0         |
| THEA 4960                           | Portfolio Preparation                                                                                                                                                                                                                                                                                                                            | 2.0         |
|                                     | Choose 6 credits from the following:<br>THEA 4310, Scene Design II (3 credits)<br>THEA 4460, Costume Design II (3 credits)<br>THEA 4490, Lighting Design II (3 credits)                                                                                                                                                                          | 6.0         |

|                  |             |
|------------------|-------------|
| <b>Sub-Total</b> | <b>23.0</b> |
|------------------|-------------|

| <i>Credit Summaries</i>                 | <b>BS,<br/>Acting</b> | <b>BA,<br/>Acting</b> | <b>BS,<br/>Design/Tech</b> | <b>BA,<br/>Design/Tech</b> |
|-----------------------------------------|-----------------------|-----------------------|----------------------------|----------------------------|
| General Education, Diversity and Ethics | 37                    | 37                    | 37                         | 37                         |
| Theatre Core                            | 40                    | 40                    | 40                         | 40                         |
| Track                                   | 25                    | 25                    | 23                         | 23                         |
| Foreign Language                        | 0                     | 16                    | 0                          | 16                         |
| Elective credits                        | 21                    | 5                     | 21                         | 5                          |
| <b>Total Credits</b>                    | <b>123</b>            | <b>123</b>            | <b>121</b>                 | <b>121</b>                 |

**New Courses to be added in the Next Five Years:**

| <b>Course Prefix &amp;<br/>Number</b> | <b>Title</b>                  | <b>Credit Hours</b> |
|---------------------------------------|-------------------------------|---------------------|
| THEA 1001                             | Intro Theatre Studies         | 1.0                 |
| THEA 3150                             | Theatre Workshop: Performance | 0.5-1.0             |
| THEA 3160                             | Theatre Workshop: Costumes    | 0.5-1.0             |
| THEA 3170                             | Theatre Workshop: Sets        | 0.5-1.0             |
| THEA 3180                             | Theatre Workshop: Lights      | 0.5-1.0             |
| THEA 3420                             | Playwriting                   | 3.0                 |
| THEA 4150                             | Theatre Workshop: Performance | 0.5-1.0             |
| THEA 4160                             | Theatre Workshop: Costumes    | 0.5-1.0             |
| THEA 4170                             | Theatre Workshop: Sets        | 0.5-1.0             |
| THEA 4180                             | Theatre Workshop: Lights      | 0.5-1.0             |
| THEA 4270                             | Stage Makeup II               | 3.0                 |
| THEA 4960                             | Portfolio Preparation         | 2.0                 |
| THEA 4999                             | Senior Project                | 3.0                 |

**Appendix B: Program Schedule**  
Bachelor of Science in Theatre, Acting Emphasis

**Freshman**

| <b>FALL</b> | <b>Course Title</b>   |           | <b>SPRING</b> | <b>Course Title</b>                                                                                                                                                                                      |              |
|-------------|-----------------------|-----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| THEA 1001   | Intro Theatre Studies | 1         | THEA 1223     | Stage Makeup                                                                                                                                                                                             | 3            |
| THEA 1033   | Acting 1              | 3         | THEA 2033     | Acting II                                                                                                                                                                                                | 3            |
| THEA 1113   | Voice and Diction     | 3         | THEA 2210     | Scenic Design I                                                                                                                                                                                          | 3            |
| THEA 1513   | Stage Craft           | 3         | <i>choose</i> | DANC 1200/2200, Modern I, II<br>DANC 1500/2500, Jazz I, II<br>DANC 1540/2540, Movement for Musical Theatre<br>PEHR 1720, Social Dance<br>MUSC 1810, 2810/3810/4810, Private Applied Music I, II, III, IV | 1-2          |
| THEA 1713   | Script Analysis       | 3         | THEA 4400     | Practicum/Internship                                                                                                                                                                                     | 1            |
| THEA 4400   | Practicum/Internship  | 1         |               | General Studies                                                                                                                                                                                          | 6            |
|             | General Studies       | 1         |               |                                                                                                                                                                                                          |              |
|             | <b>Total</b>          | <b>15</b> |               | <b>Total</b>                                                                                                                                                                                             | <b>17-18</b> |

**Sophomore**

| <b>FALL</b>   | <b>Course Title</b>                                                                                                                                 |     | <b>SPRING</b> | <b>Course Title</b>                                                                                                                                                                              |     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| THEA 2043     | Acting III                                                                                                                                          | 3   | THEA 2053     | Classical Acting                                                                                                                                                                                 | 3   |
| THEA 2203     | Costume Construction                                                                                                                                | 3   | THEA 3113     | Accents and Dialects                                                                                                                                                                             | 3   |
| <i>choose</i> | DANC 1200/2200, Modern I, II<br>DANC 1500/2500, Jazz I, II<br>DANC 1540/2540, Movement for Musical Theatre<br>PEHR 1720, Social Dance<br>MUSC 1810, | 1-2 | <i>choose</i> | DANC 1200/2200, Modern I, II<br>DANC 1500/2500, Jazz I, II<br>DANC 1540/2540, Movement for Musical Theatre<br>PEHR 1720, Social Dance<br>MUSC 1810, 2810/3810/4810, Private Applied Music I, II, | 1-2 |

|              |                                                               |              |              |                      |                   |
|--------------|---------------------------------------------------------------|--------------|--------------|----------------------|-------------------|
|              | 2810/3810/4810,<br>Private Applied Music I,<br>II, III,<br>IV |              |              | III,<br>IV           |                   |
| THEA<br>3880 | Stage Management                                              | 2            | THEA<br>4400 | Practicum/Internship | 1                 |
| THEA<br>4400 | Practicum/Internship                                          | 1            |              | General Studies      | 6                 |
|              | General Studies                                               | 6            |              |                      |                   |
|              | <b>Total</b>                                                  | <b>16-17</b> |              | <b>Total</b>         | <b>14-<br/>15</b> |

### Junior

| <b>FALL</b>   | <b>Course Title</b>                                                                                                                                                                                                                        |           | <b>SPRING</b> | <b>Course Title</b>                                                                                                                                                                                                                        |           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| THEA 3600     | Directing I                                                                                                                                                                                                                                | 3         | THEA 3730     | Theatre History and Literature II                                                                                                                                                                                                          | 3         |
| <i>choose</i> | THEA 3033: Acting Studio:<br>Musical Theatre (3 credits)<br>THEA 3043: Acting Studio:<br>Acting<br>for the Camera (3 credits)<br>THEA 4033, Acting Studio:<br>Mask<br>(3 credits)<br>THEA 4043, Acting Studio:<br>Stage Combat (3 credits) | 3         | <i>choose</i> | THEA 3033: Acting Studio:<br>Musical Theatre (3 credits)<br>THEA 3043: Acting Studio:<br>Acting<br>for the Camera (3 credits)<br>THEA 4033, Acting Studio:<br>Mask<br>(3 credits)<br>THEA 4043, Acting Studio:<br>Stage Combat (3 credits) | 3         |
| THEA 3720     | Theatre History and Literature I                                                                                                                                                                                                           | 3         |               | General Studies                                                                                                                                                                                                                            | 6         |
|               | General Studies                                                                                                                                                                                                                            | 6         |               | Electives                                                                                                                                                                                                                                  | 3         |
|               | Elective                                                                                                                                                                                                                                   | 3         |               |                                                                                                                                                                                                                                            |           |
|               | <b>Total</b>                                                                                                                                                                                                                               | <b>18</b> |               | <b>Total</b>                                                                                                                                                                                                                               | <b>15</b> |

### Senior

| <b>FALL</b> | <b>Course Title</b> |           | <b>SPRING</b> | <b>Course Title</b> |           |
|-------------|---------------------|-----------|---------------|---------------------|-----------|
|             | General Studies     | 6         | THEA 4999     | Senior Project      | 3         |
|             | Electives           | 6         |               | Electives           | 9         |
|             | <b>Total</b>        | <b>12</b> |               | <b>Total</b>        | <b>12</b> |

| <b>Bachelor of Science in Theatre, Acting Emphasis, Totals</b> |                    |
|----------------------------------------------------------------|--------------------|
| General Studies                                                | 37 credits         |
| Theatre Core                                                   | 40 credits         |
| Acting Emphasis                                                | 25 credits         |
| Electives                                                      | 21 credits         |
| <b>GRAND TOTAL</b>                                             | <b>123 credits</b> |



*Program Schedule*  
*Bachelor of Arts in Theatre, Acting Emphasis*

|                                                                               |           |
|-------------------------------------------------------------------------------|-----------|
| All courses same as BS, Acting Emphasis with the following changes/additions: |           |
| Foreign Language                                                              | 16        |
| Electives                                                                     | 6         |
| <b>Total</b>                                                                  | <b>24</b> |

| Bachelor of Arts in Theatre, Acting Emphasis, Totals |                    |
|------------------------------------------------------|--------------------|
| General Studies                                      | 37 credits         |
| Theatre Core                                         | 40 credits         |
| Acting Emphasis                                      | 24 credits         |
| Foreign Language                                     | 16 credits         |
| Electives                                            | 6 credits          |
| <b>GRAND TOTAL</b>                                   | <b>123 credits</b> |

*Program Schedule*  
*Bachelor of Arts in Theatre, Design/Tech Emphasis*

**Freshman**

| <b>FALL</b> | <b>Course Title</b>   |           | <b>SPRING</b> | <b>Course Title</b>  |           |
|-------------|-----------------------|-----------|---------------|----------------------|-----------|
| THEA 1001   | Intro Theatre Studies | 1         | THEA 1033     | Acting I             | 3         |
| THEA 1033   | Acting I              | 3         | THEA 1223     | Stage Makeup         | 3         |
| THEA 1113   | Voice and Diction     | 3         | THEA 2290     | Lighting Design I    | 3         |
| THEA 1513   | Stage Craft           | 3         | THEA 4400     | Practicum/Internship | 1         |
| THEA 1713   | Script Analysis       | 3         |               | General Studies      | 6         |
| THEA 4400   | Practicum/Internship  | 1         |               |                      |           |
|             | General Studies       | 1         |               |                      |           |
|             | <b>Total</b>          | <b>15</b> |               | <b>Total</b>         | <b>16</b> |

**Sophomore**

| <b>FALL</b> | <b>Course Title</b>  |           | <b>SPRING</b> | <b>Course Title</b>  |           |
|-------------|----------------------|-----------|---------------|----------------------|-----------|
| THEA 2203   | Costume Construction | 3         | THEA 2240     | Costume Design I     | 3         |
| THEA 3500   | Sound Engineering    | 3         | THEA 4400     | Practicum/Internship | 1         |
| THEA 3880   | Stage Management     | 3         |               | General Studies      | 6         |
| THEA 4400   | Practicum/Internship | 1         |               | Elective             | 6         |
|             | General Studies      | 6         |               |                      |           |
|             | <b>Total</b>         | <b>16</b> |               | <b>Total</b>         | <b>16</b> |

**Junior**

| <b>FALL</b> | <b>Course Title</b> |   | <b>SPRING</b> | <b>Course Title</b>               |   |
|-------------|---------------------|---|---------------|-----------------------------------|---|
| THEA 3600   | Directing I         | 3 | THEA 4660     | Survey of Period Styles/<br>Décor | 3 |

|           |                                  |           |           |                                   |           |
|-----------|----------------------------------|-----------|-----------|-----------------------------------|-----------|
|           | General Studies                  | 3         |           | Elective                          | 3         |
|           | Elective                         | 3         |           |                                   |           |
|           | <b>Total</b>                     | <b>15</b> |           | <b>Total</b>                      | <b>15</b> |
| THEA 3720 | Theatre History and Literature I | 3         | THEA 3730 | Theatre History and Literature II | 3         |
| THEA 4390 | Costume History                  | 3         |           | General Studies                   | 6         |

### Senior

| <b>FALL</b>   | <b>Course Title</b>                                                                                                             |           | <b>SPRING</b> | <b>Course Title</b>                                                                                                             |           |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|---------------------------------------------------------------------------------------------------------------------------------|-----------|
| <i>choose</i> | THEA 4310, Scene Design II (3 credits)<br>THEA 4460, Costume Design II (3 credits)<br>THEA 4490, Lighting Design II (3 credits) | 3         | <i>choose</i> | THEA 4310, Scene Design II (3 credits)<br>THEA 4460, Costume Design II (3 credits)<br>THEA 4490, Lighting Design II (3 credits) | 3         |
| THEA 4960     | Portfolio Preparation                                                                                                           | 2         | THEA 4999     | Senior Project                                                                                                                  | 3         |
|               | General Studies                                                                                                                 | 3         |               | General Studies                                                                                                                 | 3         |
|               | Elective                                                                                                                        | 6         |               | Electives                                                                                                                       | 6         |
|               | <b>Total</b>                                                                                                                    | <b>14</b> |               | <b>Total</b>                                                                                                                    | <b>15</b> |

| <b>Bachelor of Science in Theatre, Design/Tech Emphasis, Totals</b> |                    |
|---------------------------------------------------------------------|--------------------|
| General Studies                                                     | 37 credits         |
| Theatre Core                                                        | 40 credits         |
| Design/Tech Emphasis                                                | 23 credits         |
| Electives                                                           | 21 credits         |
| <b>GRAND TOTAL</b>                                                  | <b>121 credits</b> |

### *Program Schedule*

#### *Bachelor of Arts in Theatre, Design/Tech Emphasis*

|                                                                                    |           |
|------------------------------------------------------------------------------------|-----------|
| All courses same as BS, Design/Tech Emphasis with the following changes/additions: |           |
| Foreign Language                                                                   | 16        |
| Electives                                                                          | 6         |
| <b>Total</b>                                                                       | <b>24</b> |

| <b>Bachelor of Arts in Theatre, Design/Tech Emphasis, Totals</b> |            |
|------------------------------------------------------------------|------------|
| General Studies                                                  | 37 credits |
| Theatre Core                                                     | 40 credits |
| Design/Tech Emphasis                                             | 23 credits |
| Foreign Language                                                 | 16 credits |

|                    |                    |
|--------------------|--------------------|
| Electives          | 5 credits          |
| <b>GRAND TOTAL</b> | <b>121 credits</b> |

### Appendix C: DSC Full-Time Theatre Faculty

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Davenport, Varlo</b>                        | MFA, Acting, The Ohio State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 18 years teaching in higher education          | BS, Theatre, Southern Utah University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Professional Experience                        | <p>Founding Member, The Vagabond Theater Co.<br/>         Producing Artistic Director, The Outlaw Trail Theater<br/>         Guest Director, The Stageshop Theater<br/>         Founding Member/Casting Director, The Neil Simon Festival<br/>         Founding Member, The Space Between Theatre Company<br/>         Dialect Coach, St. George Musical Theater<br/>         Make-up artist, <i>Shadowhawk</i> feature length film</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Publications/Production/Performance Activities | <p>Workshop, "A Fighting Chance", an introduction to stage combat and fight notation, taught at Tuacahn High school's Summer Theater program 2005-06, and the Utah Theater Association's conference, 2002-06<br/>         Conference Coordinator, Utah Theatre Association, 2000, 2006<br/>         Guest Director, College of Eastern Utah<br/>         Script/Performance, <i>John Wesley Powell: The Last American Adventure</i><br/>         Winner, Tributary Theaters' playwriting award, 1998<br/>         Director, Kennedy Center/American College Theater Festival (KC/ACTF) Regional Conference 10 minute play and New Play Development Workshop for 2 years<br/>         Director, <i>Jekyll and Hyde</i>, production invited to KC/ACTF regional festival 2005<br/>         Circuit Coordinator, KC/ACTF region 8<br/>         Community Arts Council Advisory Panelist, The Utah Arts Council for 3 years</p> |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hanson, Brent</b>                  | PhD, Theatre and Film, Brigham Young University                                                                                                                                                                                                                                                                                                                                                                                   |
| 28 years teaching in higher education | MFA, Scene Design, University of Utah                                                                                                                                                                                                                                                                                                                                                                                             |
|                                       | BFA, Theatre, University of Utah                                                                                                                                                                                                                                                                                                                                                                                                  |
| Professional Experience               | <p>President, Utah Theatre Association for 2 years<br/>         Board Member, Utah Theatre Association for 9 years<br/>         Member Utah Arts Council Theatre Panel for 3 years<br/>         Artistic Director, Hill Cumorah Pageant since 2004 (Upstate New York)<br/>         Production Designer, Hill Cumorah Pageant for 7 years<br/>         Designer for Dinner Playhouse, Inc. for 2 years (Kansas City, Missouri)</p> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Publications/Production/<br>Performance Activities | <p>Produced Playwright:</p> <p><i>St. George Christmas</i></p> <p><i>Time-Share</i></p> <p><i>Rud's Farm</i></p> <p><i>The Secret of the Golden Locket</i></p> <p>Director of over 150 productions, including:</p> <p><i>Hamlet</i></p> <p><i>Quilters</i></p> <p><i>Talley's Folly</i></p> <p><i>The Scarlet Pimpernel</i></p> <p>Designer for over 200 productions, including:</p> <p><i>Into the Woods</i></p> <p><i>Romeo and Juliet</i></p> <p><i>Cats</i></p> <p><i>Becket</i></p> <p>Doctoral Dissertation: <i>Coming of Age in LDS Drama: Arnold Van Gennep's Separation, Transition, and Incorporation Applied to Saturday's Warrior and Huebener</i></p> |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                     |                                                                                               |
|-------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Harding, Michael</b>             | MFA in Staging Shakespeare from the University of Exeter                                      |
| 1 year teaching in higher education | Graduate Actor Training at the University of Delaware – Professional Theatre Training Program |
|                                     | BA in Theatre from The College of William & Mary                                              |
| Professional Experience             | <p>Professional actor for 12 years</p> <p>Company Manager for the USF Educational Tour</p>    |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Publications/Production/<br>Performance Activities | <p>40+ professional productions as an actor<br/>Member of Actor's Equity Association since 2000<br/>In development: Research, Development and Application of a new approach for the actor tentatively entitled 'The Starfish Theory' – This will ultimately lead to publication.<br/>Research, Development and Application of the possibilities of 'live' performance in the virtual realities becoming prevalent in today's cyber-society, focusing on Second Life © - This will ultimately lead to publication.<br/>Author of: The Rise of James VI – an original Elizabethan history play and study of the rhetorical and dramatic techniques of William Shakespeare. This will ultimately lead to publication and production in the Regional and Educational Theatre circuits. Equals – an original play exploring the paradoxically similar and dissimilar nature and viewpoints held by archetypal theologians and scientists.</p> <p>(As yet untitled – in development) – a second original Elizabethan play building upon the discoveries made while working on The Rise of James VI. This piece will focus on the Shakespearean Romance style while incorporating contemporary story-telling techniques. This will ultimately lead to publication and production in the Regional and Educational Theatre circuits.</p> |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hart, Monica L.</b>                             | MFA, Costume Design, Wayne State University                                                                                                                                                                                                                                                                                                                                                                                             |
| 7 years teaching in higher education               | BA, Drama/Technical Theatre, University of Montana                                                                                                                                                                                                                                                                                                                                                                                      |
| Professional Experience                            | Costume Shop Supervisor, Mesa Community College, 1 year<br>Costume Shop Supervisor, University of Michigan-Flint, 2 years                                                                                                                                                                                                                                                                                                               |
| Publications/Production/<br>Performance Activities | <p>Designer of over 40 productions including<br/><i>A Doll's House</i><br/><i>Cat on a Hot Tin Roof</i><br/><i>Chicago</i><br/><i>The Grapes of Wrath</i><br/>Member, United States Institute (USITT)<br/>USITT conference presentations include:<br/><i>Two Coats in One</i><br/><i>Color and Texture Wheel</i><br/><i>Ginger Snaps</i><br/><i>Music's Production of The Nutcracker</i><br/><i>An Easy Victorian/Edwardian Hat</i></p> |

|                                      |                                                           |
|--------------------------------------|-----------------------------------------------------------|
| <b>Innes, Brent</b>                  | MFA, Theatre Technology and Design, Utah State University |
| 3 years teaching in higher education | BFA, Theatre Lighting Design, Utah State University       |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Experience                        | <p>5 seasons as ATD/Shop Foreman, Old Lyric Repertory Company, Logan UT</p> <p>2 years - Technical Director/Lighting Designer, Carriage House Theatre</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Publications/Production/Performance Activities | <p>Light Designer of 12 productions, including</p> <p>Last Train to Nibroc</p> <p>Titanic the Musical</p> <p>I Hate Hamlet</p> <p>Barbizon Award light design UST- Macbeth 2005</p> <p>Set Designer of 7 productions, including</p> <p>The Laramie Project</p> <p>Child of Frankenstein</p> <p>Crazy for You</p> <p>Over 100 productions as technician (set, lights, sound, props) including</p> <p>To Kill a Mockingbird</p> <p>The Music Man</p> <p>A Little Night Music</p> <p>Anton in Show Business</p> <p>Member, United States Institute For Technical Theatre for 5 years</p> |

## Appendix D: Consultants' Responses

### Consultant's Report

Review of theatre four-year degree plans per NAST Standards  
Theatre Program  
Dixie State College of Utah  
St. George, Utah

March 2-3, 2009

D. Terry Williams, Ph.D.  
Professor Emeritus of Theatre  
Western Michigan University

### Scope of the Review

The institution requested that this review address the proposed curricula for the Bachelor of Arts/Bachelor of Science in Theatre and the Bachelor of Arts/Bachelor of Science in Theatre Education and how these degrees meet the accreditation standards set by the National Association of School of Theatre (NAST). The consultant used the 2007-2008 NAST Handbook as his guideline for assessing the curricula. This consultant has served on the Board of Directors for NAST for two terms as well as the Commission on Accreditation for the past eight years. Prior to his retirement in 2006, the consultant was Chair of the Department of Theatre at Western Michigan University for 23 years and an active participant in NAST for 20 of those years.

This review is limited to an assessment of the proposed curricula, the qualifications of the faculty, condition of the facilities, library holdings and the results of meetings with administrators, faculty, staff and students. Should the unit wish NAST accreditation at some future date a self-study will include additional aspects of the program: mission, goals, objectives, finances, equipment, safety, recruitment, admission-retention, record keeping, advising, community outreach, alumni relations, and planning and projections. This consultant discussed some of these areas with the above personnel but they are not meant to be included in this report.

### **Bachelor of Arts/Bachelor of Science in Theatre**

The proposed Bachelor of Arts/Bachelor of Science in Theatre has the clear intent of being that of a liberal arts approach to theatre training and replicates the other such degrees with the same intent throughout the country. This is a credible curriculum and one that clearly meets NAST standards. In addition to the institution's requirement of 31 credit hours of General Education coursework, plus 6 hours of Diversity/Ethics, the unit is proposing a Theatre Core of 32 hours and Theatre Depth courses of 15 hours, selected from an array of theatre electives. The dozen courses comprising the Theatre Core cover the standard entry-level courses indicative of a liberal arts theatre major and meet NAST standards. The 27 Theatre Depth courses, from which 15 hours are to be selected for the major, are at the intermediate and specialized levels, offering the student a limited but essential opportunity to fine tune an area of interest (i.e. acting, design/tech, stage management, playwriting, directing, etc.). The Theatre Depth requirement also



meets NAST standards. Inherent in this major is the opportunity for the student to become immersed in the production program by way of Theatre Workshop and Internship courses. The degree focus is breadth of general studies combined with balanced studies in the theatre arts and the academic areas of theatre history, dramatic theory and literature. (NAST reviews all programs based upon 120 semester hours regardless of the actual total of the degree).

The Bachelor of Arts/Bachelor of Science in Theatre is a credible degree that meets the minimum standards as specified by NAST when it is used as a liberal arts program of study.

### **Bachelor of Arts/Bachelor of Science in Theatre Education**

The institution also requested that this review address the proposed curricula for the Bachelor of Arts/Bachelor of Science in Theatre Education and the Elementary Education Drama Content, Level II Endorsement. This degree and the Level II Endorsement have the clear intent of preparing students to teach the theatre arts in the K-12 curriculum. Since the State of Utah certifies K-12 teachers to teach theatre and since there is a shortage of qualified teachers in this discipline, it is appropriate that Dixie State College offer this degree. Moreover, since the majority of graduates from the institution remain in Utah after graduation there is the strong likelihood that they will find success in the field of theatre education.

The consultant met with representatives from the college's Department of Education including the professor who will oversee the Theatre Education students as well as teach several of the courses in the proposed curriculum, including the required methods course. The education specialists support the proposed degree and Level II Endorsement and are optimistic about future enrollment numbers in these programs.

The proposed curriculum for the BA/BS in Theatre Education is a credible degree and clearly meets NAST standards. In addition to the institution's requirement of 31 credit hours of General Education coursework, plus 6 hours of Diversity/Ethics, the unit is proposing a Theatre Core of 32 hours, Theatre Depth courses comprising 15 hours, foreign languages for 16 hours, for those choosing the BA degree only, and 37 hours in Education coursework for a total of 137 hours. The Theatre Core, as is the case with the BA degree, is comprised of the standard array of entry level courses necessary for an understanding and appreciation of the theatre arts, history and criticism inherent in the discipline. In addition to the core, the Theatre Depth courses are available to augment the major with intermediate specialization and the Education block of courses complete the major. The degree focus is breadth of general studies balanced with a modicum of intermediate specialization and a healthy conglomerate of Education coursework and, in the case of the BA, foreign languages.

The Bachelor of Arts/Bachelor of Science in Theatre Education are credible degrees that meet the minimum standards as specified by NAST for students studying to be K-12 theatre teachers in the State of Utah.

### **Qualifications of the Faculty**

The faculty has the appropriate terminal degrees in their respective theatre fields of study and is qualified to deliver the proposed curricula. It should be noted that the collaboration between the Departments of Music and Education is strong and positive, not always the case in many institutions. The students are the

clear beneficiaries of these collaborative relationships in terms of course delivery and music theatre productions.

#### Library Holdings

The hard copy and online holdings in the institution's library are ample and support the proposed curricula.

#### Facilities

The relatively new performing arts complex is impressive and serves the students, faculty and arts patrons well. The institution is to be commended for its excellent planning and the superb execution of a state-of-the-art, multiple use arts facility of high professional caliber.

#### Recommendation and Summary

It appears that the structure and content of the degrees Bachelor of Arts in Theatre, Bachelor of Arts/Bachelor of Science in Theatre Education and Elementary Education Drama Content, Level II Endorsement meet the minimum curricular standards as specified by the National Association of Schools of Theatre.

UNIVERSITY OF UTAH  
DEPARTMENT OF THEATRE

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240 South 1500 East, Room 206 • Performing Arts Building • Salt Lake City, UT 84112  
801-581-6448 • fax 801-585-6154

November 21, 2007

Professor Brent L Hanson, Chair  
Department of Art, Dance, Music, and Theatre  
Dixie State College  
St. George, UT

Dear Professor Hanson:

I write in response to the request from you and Professor Varlo Davenport to review your proposal for permission to establish new four-year BA and BS bachelor's degrees in Theatre at Dixie State College.

Let me say at the beginning that I support the proposal. In doing so, I join the department faculty, College administration, Board of Trustees (who I believe approved the proposal late last week), and Utah State Legislature (who recently provided authorization and funding for three new theatre faculty positions). In addition, it appears that the institution is willing to fund the program through legislative appropriation (75% of the program's costs) and tuition revenues (the remaining 25%).

*Mission and Goals*—The proposal refers Dixie State College’s objective to include fine arts programs among “core and foundational degrees” it offers—specifically, in the areas of theatre and music. The proposal also cites persuasive national statistics regarding the popularity of visual and performing arts as further evidence that a new fine arts baccalaureate is “core and foundational.” I concur with that assessment.

Frankly, I believe that *every* college and university should offer a strong theatre program as a key component of a mission to humanize and broadly educate all students, and to help them increase their empathy, more deeply respect others, and embrace the rich diversity of human perspective and experience. In addition, I concur with the current proposal that the skills theatre students learn—e.g., critical thinking, discipline, flexibility and adaptability, task orientation, meeting deadlines, collaboration and teamwork, creative problem solving, etc.—are just the skills that employers value and that lead to success in a wide range of professional endeavors. The fact that Dixie State College is the Utah System of Higher Education’s sole baccalaureate-granting institution *without* a degree offering in *any* fine or performing arts area is reason enough in and of itself to grant this proposal.

The proposal projects that the majority of students in this new program will be new college students from Washington and Kane Counties. Moreover, it further projects that most will remain in the area after graduation and enter into the local workforce and taxpayer pool. There appear to be adequate employment prospects in the area. In addition, proponents of the proposal wish to significantly increase the number of individuals from the nearby communities who begin college, and the number who complete college degrees they begin. The availability of such a “core and foundational” degree program as the one proposed in Theatre should help in the achieving of this worthy goal.

*Size and Scope*—The proposal wisely limits itself to two nearly identical degrees, a BA and a BS, which seem to differ only in that the BA requires two years of foreign-language study, which the BS does not. Both degrees are available in three areas of study: secondary education in theatre, acting, and theatre design and technology.

The program anticipates more than doubling enrollments from its current forty-four to nearly a hundred majors within five years—approximately half in theatre secondary education, and the other half split between performance, and theatre design and technology. The proposal indicates that the department has sufficient faculty, staff, students, and facilities to sustain a new baccalaureate in theatre, based on their last few years’ experience in offering most of the classes and production work required under the proposed program.

I agree that the current program has faculty and staff in sufficient numbers to support a baccalaureate—although just barely. The faculty come from varied educational backgrounds and are particularly strong in production experience, with an impressive list of professional credits. And their collective backgrounds are almost evenly divided between acting and theatre design and technology.

However, none has listed any classroom experience or training in secondary education, even though the proposal projects that fully half of the anticipated students will pursue secondary education careers. I understand that the faculty is qualified to provide secondary education students with plenty of hands-on training in mounting theatre productions on limited budgets. But a faculty member with secondary experience could be very helpful in training students about the particulars of managing younger students,

parents, low budgets, system requirements, political culture, etc. Clearly, this new program will rely very heavily on the skill and experience of Education faculty.

In addition, while some Theatre faculty have had original playscripts produced, the summary of faculty credentials cites not a single publication among them. To be sure, baccalaureate theatre programs generally emphasize production, inasmuch as the shops and stages are Theatre student's laboratory for practicing and testing what they study in the classroom. But students whose production experience is accompanied by well conceived and effectively organized historical, theoretical, and critical training have a definite advantage. The summary of credentials suggests that this faculty may be tilted quite some distance in the direction of production, at the expense of what is traditionally thought of as the more academic. Ideally, the academic and practical components work hand-in-hand, even synergistically, since theory and practice inform the other, and each is incomplete without the other.

This appearance of faculty bias toward production may prove problematic for graduates who apply for competitive graduate programs, where a clear balance between theory and practice often enhances the chances for admission. Balance between theory and practice can also make the difference in achieving entry-level positions in the profession. Graduates who can present informed and articulate viewpoints with regard to complex matters of content or production problems often have the edge in competition for limited positions.

Regarding the number of faculty and staff, I sympathize with what I assume to be the unit's collegial desire to work within existing resources wherever possible. However, I worry about three particular points. First, I question whether one full-time theatre technician can adequately support an ambitious and growing theatre production program, and can do so with sufficient attention to safety and ongoing maintenance—particularly if this assignment also includes mounting productions in the areas of Dance and Music. Second, I question whether a single full-time secretary can adequately meet the clerical needs of Theatre, Art, Dance, and Music. Third, as important as effective advisement is to recruitment, retention, and timely graduation, I wonder whether the area of advisement is the place with the greatest need for one entire new full-time, non-tenure-track colleague. Regular full-time faculty could (and perhaps should) shoulder the bulk of that important responsibility collectively, thereby creating an opportunity to seek a new position where there is greater need.

In noting that the proposal mentions the laudable goal of reaching out to the local Hispanic community, I find myself wondering what the unit plans to do toward this end. Despite no mention of facility with Hispanic culture in the summary of faculty credentials, I hope the unit will really pursue this objective—it is simply the right thing to do; also, the Hispanic community represents an untapped resource for new students. Moreover, higher education students need personal, visceral experience with diversity of multiple sorts—race, culture, ethnicity, gender, political perspective, worldview, etc.

I offer one final question to consider regarding faculty and staff, which has to do with adjunct faculty. There is no question about the value of adjunct faculty in a small theatre department. The full-time faculty cannot meet all the educational needs of their students. However, the proposal speaks only briefly, generally, and imprecisely about the desirability of augmenting full-time personnel with part-time colleagues. This leaves me to wonder about the pool of part-time faculty available, how qualified they really are, and the size and other specifics of their anticipated role in this proposed new program.

With regard to funding, the proposal predicts that in five years, when the new baccalaureate is fully up and running, 80% of the \$362,580 anticipated annual cost of the program will be expended for personnel and

the remaining 20% for non-personnel costs. On the income side of the ledger, 75% of revenue is anticipated to come from legislative appropriation and the remaining 25% will be recovered from tuition. The proposal wisely builds into its projections 5% annual growth in salaries and 10% annual growth in support for non-personnel expenses. The program should thereby stay ahead of inflation, and still have resources to support modest growth.

I assume that provision is made elsewhere for capital equipment funding through other standardized processes.

If the numbers and the underlying assumptions in the projections are accurate, the new program's fiscal plan looks realistic and responsible. And if the institution is truly committed on a permanent basis to this level of funding and to this particular distribution of expenditures, as well as to supporting modest annual growth in salaries (and benefits) and in non-personnel expenses, the program should be able to survive and even to thrive.

*Library Resources*—I am glad to see that the proposal's brief "Library Resources" section lists amounts proposed for one-time purchases and for ongoing annual purchases. I hope that careful attention is paid to determining accurately just how many and what sort of titles are necessary to adequately support a baccalaureate theatre program. The proposal identifies five content collection areas in need of substantial purchases: playscripts, stagecraft, criticism, acting, and playwriting. However, the proposal makes no mention of other important areas—e.g., theatre history, dramatic theory, directing, etc. Perhaps the collection is already adequate in those areas.

The proposal also gives no indication as to the number of theatre titles already in the library's collection, nor does it define its process for collection assessment, strengthening the collection, etc. Hence, I find it impossible to vouch confidently for the adequacy of the library's theatre holdings, either in the future or even now.

Perhaps because of my uncertainty about the adequacy of the current collection, I feel I must urge the viewpoint that desirable four-year baccalaureate theatre programs will not only give students intensive, carefully mentored experience in production, but will also provide substantial and rigorous immersion and instruction in dramatic literature, theatre history, and dramatic theory. To be reductive for a moment, I believe that theatre students should be able not only to *do*, but also to *talk* about what they do—clearly, insightfully, and persuasively. For theatre to achieve its full measure of power in higher education, its adherents should enter into and engage actively in the current professional discourse. The availability of comprehensive basic library resources—hard copies on site and electronic databases—is, of course, fundamental to such faculty and student engagement.

*Curriculum*—The curriculum is well planned and meets minimum requirements for a strong BA/BS program in Theatre. Particularly notable details include the one-credit Introduction to Theatre Studies that orients all new students, and the practicum the senior project required of all students.

Personally, I believe that the curriculum would be strengthened by including greater emphasis on dramatic literature and on theory—i.e., current cultural theories as applied to theatre. The curriculum and overall educational mission would also be strengthened by including more emphasis on dramaturgy, broadly defined as an innovative constellation of opportunities to broaden and deepen understanding of theatre—e.g., study guides available on-line before each production opens; engaging lobby displays; increasingly

informative program notes from director and student dramaturgs; regular "talk-back" sessions and expert panel discussions for each production.

*Recommendation*—Dixie State College is well positioned to offer a new BA and BS in Theatre. Effective organizational and curricular plans are in order. Legislative and institutional support is committed.

Persuasive letters from current non-traditional students attest to the need for the new program. And it appears that well qualified graduates will have good prospects for employment in the two-county area. I respectfully urge authorization of the proposal.

Thank you for the distinct privilege of participating in this important process.

Sincerely,

Bob Nelson  
Department Chair  
28 November 2007

Evaluation: REQUEST TO OFFER THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE  
DEGREES IN THEATRE at DIXIE STATE COLLEGE OF UTAH

Submitted by: Kathleen F. Conlin, Ph.D.  
Professor, University of Illinois

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BACKGROUND. I am pleased to accept your invitation to review the proposal request referenced above and to provide an evaluation. For the record, let me indicate that my perspectives are influenced by my twenty-nine years of experience in higher education teaching and administration and concurrent professional career as a stage director. Currently, the Barnard Hewitt Professor of Theatre and Director in Residence at the University of Illinois Department of Theatre (a department that is accredited by the National Association of Schools of Theatre and a member of the University/Resident Theatre Association), I have also served as Dean of the College of Fine and Applied Arts and chaired two theatre programs (Ohio State University and Ohio University). In addition, I am past-presidents of both the National Association of Schools of Theatre and the National Theatre Conference. A member of the Society of Stage Directors and Choreographers (a professional union), I am also the Associate Artistic Director and Casting Director for the Utah Shakespearean Festival. Most recently, I have been named a Fellow of the American Theatre in ceremonies at the Kennedy Center.

EVALUATION OF PROGRAM DESCRIPTION. The request for the aforementioned degrees is persuasively argued and written. A logical connection among the state's own analysis of the higher education profile of southwestern Utah's population, the institution's readiness to develop and administer four-year degrees, the region's commitment to the arts and the faculty's decision to develop a liberal arts degree that fits the mission of Dixie State College is compelling. Seldom is there such coherence among major stakeholders as articulated in this proposal; for that, I commend the leadership and all who are involved.

I have some observations and cautions about the program—not necessarily germane in the short-term, but perhaps worthwhile for the longer view of program development.

Aware of the need for the regional population to be intellectually engaged in both a career and civic responsibility, Dixie State College should continue to develop the strengths of the liberal arts orientation even within their arts programs. Although this proposal clearly responds to the study by the National Center for Education Statistics that 80% of graduates in the arts and humanities are employed in areas other than performance and related jobs, it will be difficult to hold firm to that mission as a desire for “professional level” courses creeps into the program. Yet the region and indeed the nation at large will continue to need graduates who are firmly grounded in liberal arts—albeit, in this case, with the discipline of theatre as a lens and a matrix for understanding the complexities of the human condition. Dixie State College could rise in prominence among Utah institutions of higher education with both clarity of purpose and a concomitant commitment to student readiness based on articulated standards of excellence in the discipline of theatre.

Choosing to develop two education degrees within the BA and BS structures is a wise move. Fortifying the teaching of theatre within the 37 schools in Washington County by developing new teachers in the area and providing more convenient continuing education for those already in the system should have huge impact on the region. Experienced arts teachers will provide the school populations with projects that stir the imagination, increase language skills, and develop perspectives for problem solving and prioritization.

Dixie State College is fortunate to have an excellent foundation on which to offer the four-year curricula as stated: 1) the superb facilities of the Dolores Dore Eccles Fine Arts Center; 2) robust scheduling of performing and visual arts programming; 3) strength and variety of current course offerings; and 4) relationships with local arts organizations. I urge the department and the College to ensure that the spaces and programming for faculty and student rehearsals and class work remain a priority in campus decision-making.

The size of the faculty seems to be appropriate to the degrees proposed, although it is difficult to determine any impact of adjunct faculty to the mix. The theatrical discipline requires a great deal of specific technical expertise and the permanent, full time faculty cannot be expected to provide that variety. A plan should be forthcoming to anticipate some regularity of course offerings or workshops by adjunct faculty to address specific skills areas. The faculty expertise, as indicated by the resumes provided, is solid with indications of disciplinary accomplishment suitable for a liberal arts program of distinction. I would recommend the need over time to strengthen the scholarly portion of the faculty with the hiring of a published scholar devoted to teaching theatre history and critical theory—areas critical for the liberal arts program and for the preparation of teachers. Let me also commend the initiators of this proposal for recognizing the vital need for an additional faculty member who will provide discipline-specific advisement to students in addition to developing recruitment practices and alumni follow-up. With the hiring of the right person for this position, the theatre program will be poised to support the faculty for further creative research and teaching engagement, and the students for a deep sense of an intellectual and creative “home” while enrolled.

The proposal indicates satisfaction with the current staffing levels for clerical and disciplinary support. Based on the projected enrollments and the faculty size, that seems to be a fair assumption. If faculty can handle routine clerical work for themselves and if the advisor uses the major software programs available for student advising, then no major stresses in the system are indicated. I would, however, caution again for the need of technical expertise to support the theatrical crafts and the facility for production.

The library and information resources seem marginally adequate; the plan presented to remedy the situation is carefully analyzed and should be implemented immediately. The report alludes to the need for scholarship support particularly in the manner of tuition and fee waivers, but there is not sufficient information for me to respond. Nevertheless, if the mission of the institution and of these specific degrees is to redress the insufficiency of higher education credentials among the population of southwestern Utah, then clearly an infusion of scholarship support will be necessary.

I have opted to note the funding model in only the most cursory way. From experience, I know that funding models are quite specific to individual institutions and, in public schools, to particular state practices and traditions. Therefore, I recognize that the table of support seems logical in its methodology, but defer to those colleagues more attuned to the funding models in the institution and in the state of Utah for a detailed analysis.

**EVALUATION OF CURRICULA AND STANDARDS.** The program initiators have relied on their substantial experience as leaders in state-wide arts organizations and as graduates of two of the larger state-wide institutions of higher education to prepare a cogent curricular plan for the four proposed degrees. It is also apparent that these proposals have been developed with cognizance of the minimum requirements stipulated by the discipline's accrediting body, the National Association of Schools of Theatre. With a clear sense of the curricular models prevalent in the field, the initiators have anticipated both the needs of the potential students and the expectations for student productivity beyond the degree.

Both the education degrees and the strictly theatre degrees are clearly articulated and are close to meeting the general guidelines for bachelor degrees in the field nationally. The number of semester credit hours with the expected variances for the "arts" as opposed to the "science" nomenclature, and for the specialization in education is on the mark. The distribution of courses among general education, theatre core, theatre/education specialization courses, and electives is also well defined.

A few cautions in these areas, however, come to mind. First, the demand for foreign language should be encouraged (in other words, strong advisement may be necessary to steer students toward the Bachelor of Arts degrees) in order to prepare students for the ethnically rich area of Washington and Kane Counties on the one hand, and, on the other, for the culturally complex art form of theatre. Second, the courses are geared quite heavily towards "practice" courses (as in performance, design and crafts) with only a modest nod toward history (and ancillary courses in script analysis and film). The required two semesters of theatre history—particularly with an end point of the nineteenth century) seem insufficient for a liberal arts degree and for the preparation of teachers. I strongly urge the development of either a third semester of theatre history or the development of a theatrical theory course which would encourage familiarity with contemporary practice, expand the theatrical vocabulary, and provide a critical base upon which to ground the students' theatrical practice. Third, elective courses should be clearly defined as such—meaning that those choices should be determined by the student with advice from the faculty and that these courses generally should be chosen from disciplines other than theatre in order to strengthen the breadth and rigor of the liberal arts education.

The articulation of program assessment is well thought-out. Standards of performance are related to specific courses (pages 16 and 17 of the proposal). The inclusion of a senior project is particularly noteworthy and, if properly monitored and assessed, should be an engaging act of intellectual and creative assimilation for the students. The faculty have indicated that assessment of these projects will also be used to continually evaluate program design and delivery—an endeavor critical to the success and the branding



of the Dixie State College degree. My only caveat in the assessment process is that use of public responses and journalistic critics are not sufficient to assess student growth and achievement, and in fact may be counter-productive. Faculty may wish to use outside evaluators (either from the academy or the profession, or both) to assist and expand the evaluative model. Such inclusion would also raise the level of aspiration for the graduating seniors.

I encourage the department to consider a formal accreditation process as the program develops. The continual self-assessment that these accredited programs undergo are critical to the success of the program at all levels—practical, political, institutional, disciplinary, and personal.

FINAL THOUGHTS. The proposal for the four-year degrees in theatre at Dixie State College is clearly articulated and argued. With appropriate support (particularly for scholarships, recruitment assistance, library resources, and additional faculty lines in the future), implementation of these degrees should help to address the state mandated vision for higher education in general, prepare and nurture education in the arts at all levels of public education in Washington and Kane Counties, and increase the number and proficiency of arts employees in the region. Thank you for the opportunity to respond to this proposal.

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Higher Education Plan for Utah (Draft)

Issue

In his January 26, 2010 State of the State Address, Governor Gary R. Herbert called upon the State Board of Regents and Commissioner Sederburg to present a plan for how Utah's colleges and universities will meet the needs of students and talent demands of employers in the knowledge-based economy of the 21<sup>st</sup> Century. This plan is due to the Governor fall 2010.

Background

Attached is an outline of Utah's evolving plan for higher education. Its intent is to spark discussion and capture feedback that will further develop the plan through the action and support of higher education stakeholders. The plan needs to be measurable for success, yet innovative in meeting the talent needs of a knowledge-based economy if Utah is to answer the call of Governor Herbert to lead the nation "in providing the most prepared and productive workforce" (Governor Gary R. Herbert, State of the State, January 26, 2010).

It is recommended that the Planning Committee (1) review the draft outline to ensure essential elements are included and (2) offer recommendations on how to further develop the state's plan. Specifically, the Commissioner's office would appreciate the committee's suggestions for strategies (e.g., the use of consulting services, focus groups, social media, etc.) on how to connect institutional plans (USHE and private) and applicable constituent strategic plans into and in support of the state plan.

Commissioner's Recommendation

This item is for information only.

WAS/CKM /JAC  
Attachment

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William A. Sederburg, Commissioner

# Utah's Plan for Higher Education

## DRAFT Outline

3/24/10

*In his January 26, 2010 State of the State Address, Governor Gary R. Herbert called upon the State Board of Regents and Commissioner Sederburg to present a plan for how Utah's colleges and universities will meet the needs of students and talent demands of employers in a knowledge-based economy. This plan is due to the Governor fall 2010.*

*Below is an outline of Utah's evolving plan for higher education. Its intent is to spark discussion and capture feedback that will advance the plan through action and support of higher education stakeholders. The plan needs to be measurable for success, yet, innovative in meeting the talent needs of a knowledge-based economy if Utah is to answer the call of Governor Herbert to lead the nation "in providing the most prepared and productive workforce" (Governor Gary R. Herbert, State of the State, January 26, 2010).*

## OUTLINE

### 1. Introduction – Higher Education in Utah

- a. Purpose and outline of this document
- b. Utah System of Higher Education (USHE)
  - i. Statutory Obligation
  - ii. Mission
  - iii. Network

### 2. Blueprint for Success in Higher Education – Master Plan 2025

- a. Answering Governor Herbert's "call to action" – State of the State Address (January 26, 2010).
  - i. Governor's charge:
    1. Position Utah's colleges and universities to meet the growing need for students with higher education degrees and certificates to address the workforce demands of Utah employers in the 21st century.
    2. Position Utah as the national leader in providing the most prepared and productive workforce
  - ii. Utah will lead the country in having the best prepared "talent force" for creating a technology intensive economic base for Utah
    1. Metric: 60% of Utah citizens will have some type of post-secondary certificate or degree by 2025
    2. Metric: Utah's K-12 system will produce the largest percentage of STEM (science, technology, engineering and mathematics) ready students in the country
    3. Metric: Utah's higher education institutions will lead the country in producing marketable research, entrepreneurial training, and the talent needed for a technology intensive future
    4. Metric: There will be no educational achievement gap between White and Non-White students in Utah by 2025
  - iii. If Utah is going to be a technology leader in the industrial clusters identified by the Governor's Office of Economic Development and supported by USTAR, graduate programs and research contributions are also going to be a vital component of the

plan. Utah cannot produce graduate students without strong undergraduate programs producing college graduates prepared for graduate programs.

b. Board of Regents Strategic Goals

- i. Participation: Increase higher education participation rates for all Utahns (*NOTE: A "Participation Task Force" has been formed to address this specific section of the plan, to identify measurable outcomes, and recommend innovative strategies to accomplish this strategic goal. The following are general items—place holders—for issues commonly associated with "participation."*)

1. Student Segmentation (Accounting for students in the pipeline)
  - a. K-12 students
  - b. College age but not enrolled
  - c. Adult education
    - i. Returning adult learners
    - ii. Enrolled full/part-time
    - iii. Employment status
    - iv. Partnership with USOE and higher education community
    - v. Connect adult education students with community colleges programs
  - d. Individuals who have no intent to go to college
2. Financial opportunities
  - a. Outreach and Access Grant
  - b. Scholarships and financial aid
    - i. Needs-base aid
    - ii. Regents Scholarship
    - iii. New Century Scholarship
3. Innovative strategies/initiatives
  - a. Access strategies
  - b. Recruitment strategies
  - c. UtahFutures.org
  - d. Account for institutional type, mission and roles
  - e. Satellite campuses
  - f. Tracking students pursuing higher education out of state

- ii. Completion: Increase the completion rate of students enrolled in their chosen post-secondary education program (*NOTE: A "Completion Task Force" has been formed to address this specific section of the plan, to identify measurable outcomes, and recommend innovative strategies to accomplish this strategic goal. The following are general items—place holders—for issues commonly associated with "completion."*)

1. Retention strategies for those individuals who:
  - a. Postpone higher education
  - b. Stop-out
  - c. High accrual of credits earned with no degree
2. Assessing Utah's higher education infrastructure and capacity
3. Public/Private Higher Education Partnerships
  - a. Clarity institutional roles per type and mission
  - b. Contribution per institutional type
    - i. Public (USHE institutions)
    - ii. Private not-for-profit institutions
    - iii. Private for-profit institutions
4. Technological delivery methods—high-tech/high-touch
  - a. K-16 Alliance – build out to potential

- b. Satellite Campuses
    - c. Retrofitting of existing infrastructure
    - d. UtahFutures.org
  - 5. Financial opportunities
  - 6. Innovative strategies/initiatives
- iii. Economic Development: Substantially enhance and sustain Utah’s colleges and universities as engines of economic development (*NOTE: An “Economic Development Task Force” has been formed to address this specific section of the plan, to identify measurable outcomes, and recommend innovative strategies to accomplish this strategic goal. The following are general items—place holders—for issues commonly associated with economic development and higher education.*)
  - 1. Identify benchmarks that higher education can influence and measure
    - a. Maintain a state/macro perspective
    - b. One-year certificate/degree or higher (show each type of degree through graduate/terminal degrees)
  - 2. Quantify the “value” of higher education.
    - a. Loss of value to the economy by dropping funding
    - b. Snowball-effect of not educating our college-aged persons
    - c. Types of degrees earned
      - i. Degree attainment by Utah’s population
        - 1. Total percent of Utah’s population having earned a one-year certificate/degree or higher
        - 2. Percent of Utah’s population with a one-year certificate/degree or higher
      - ii. Degree type/programs
        - 1. Knowledge-based economy
        - 2. 2010 Benchmark
          - a. STEM (Science, Technology, Engineering and Math) degrees
          - b. Business degrees
          - c. Health Services degrees
          - d. Liberal Arts degrees
          - e. Other
        - 3. Increase STEM degrees earned by 60% by 2025
        - 4. Role and impact of career and technological training in the state’s economy
    - d. Financial opportunities
- c. Current innovative initiatives
  - i. UtahFutures.org
  - ii. LEAP and the SL Chamber education initiative
  - iii. Lumina Tuning
  - iv. USTAR
  - v. Utah Cluster Acceleration Partnership (UCAP) Initiative
    - 1. Three initial UCAP pilot projects
      - a. Aerospace (Convening Institution: WSU)
      - b. Digital Media (Convening Institution: UVU)
      - c. Energy (Convening Institution: SLCC)
    - 2. Replicating the UCAP Model
      - a. 2010 UCAP agenda
        - i. Cluster “W” (Convening Institution: SUU)

- ii. Cluster “X” (Convening Institution: DSC)
    - iii. Cluster “Y” (Convening Institution: SC)
    - iv. Cluster “Z” (Convening Institution: CEU)
  - b. UCAP agenda for UU and USU to compliment their USTAR initiatives
  - c. Every USHE institution should have a UCAP agenda
  - d. What industries are essential to Utah’s economy not yet addressed in the UCAP initiative?
- d. Funding
  - i. Mission-based model?
  - ii. Innovation funding
  - iii. Diminishing capital improvement funding
  - iv. Operations and maintenance (O&M)
  - v. Capital facilities development, prioritization, and initiatives
    - 1. State created research parks to encourage economic development and support universities with long-term funding streams
    - 2. Is there an economic develop tie in to supporting capital facilities?
    - 3. Workforce ready graduates are trained in industrial quality environments
    - 4. USHE facilities have the potential to be incubators for cluster businesses
- e. Innovative strategies/initiatives
  - i. Service Regions vs. responsibility area (Oklahoma model-expertise/stewardship)
    - 1. Explore overlapping program emphases to encourage collaborative contributions to economic development (U, BYU, UVU, SLCC... overlap in digital media and are being leveraged to help the industry develop in Utah)
  - ii. Capacity (summer term – 3 term system)
  - iii. Three culture campuses
- f. Execution of the Plan for Higher Education in Utah
  - i. Explanation of how the institutional strategic/master plans tie to the Regent’s plan to further the Regents’ goals
  - ii. Explanation of how the strategic/master plans of the USOE and DWS tie to the Regent’s plan to further the Regents’ goals
  - iii. Making the case – emphasize key points
  - iv. Reporting structure and timing
  - v. Execution strategies
  - vi. Dashboard reports – 2010 benchmarks to 2025
    - 1. Answering the call...
    - 2. Regents three strategic goals
      - a. Participation
      - b. Completion
      - c. Economic Development

### 3. Appendix

- a. Institutional strategic plans
  - i. University of Utah
  - ii. Utah State University
  - iii. Weber State University
  - iv. Southern Utah University
  - v. Snow College
  - vi. Dixie State College
  - vii. College of Eastern Utah

- viii. Utah Valley University
  - ix. Salt Lake Community College
- b. Stakeholder strategic plans
  - i. Utah State Office of Education (USOE)
  - ii. Department of Workforce Services (DWS)

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College–Bachelor of Science degree in Clinical Laboratory Science–Action Item.

Issue

Dixie State College of Utah requests approval to offer a Bachelor of Science Degree in Clinical Laboratory Science, beginning Fall Semester 2010. The program was approved by the Dixie State College Board of Trustees on September 18, 2009.

Background

The proposed program at Dixie State College is designed to prepare medical technologists for the field through the acquisition of a four-year baccalaureate degree in science. The program will meet accreditation requirements, fully preparing students to enter the profession at the completion of the program. The degree will incorporate an emphasis in chemistry and prepare participants with the skills and tasks demanded by the field.

The field of Clinical Laboratory Science is both diversified and stratified. A National Institute of Health publication describes the field thus: "The clinical laboratory staff is a team of skilled professionals with education in a variety of scientific areas. The majority of laboratory testing is performed by (Medical) Laboratory Technicians with two years of education or Clinical Laboratory Scientists (Medical Technologists) with four years of education."

Clinical Laboratory Science is an area of health care that supports greater than 70% of all diagnostic testing. There are more than 319,000 Clinical Laboratorians in the United States and more throughout the world. A large percentage of these Laboratorians were trained over 30 years ago and are fast approaching the age of retirement. As with other areas of healthcare, a significant shortage has occurred due to decreased preparation programs nationwide, focus on automation, and a move for consolidation of highly specialized procedures. It is estimated that by 2012, about 50% of all Clinical Laboratory Scientists will have left the workplace, leaving an extreme need to train new professionals.



### Policy Issues

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

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request to offer a Bachelor of Science degree in Clinical Laboratory Science at Dixie State College, effective Fall Semester, 2010.

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William A. Sederburg, Commissioner

WAS/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor's of Science in Clinical Laboratory Science

Dixie State College

Prepared for  
William A. Sederburg  
By  
Gary Wixom

March 24, 2010

## SECTION I: The Request

Dixie State College of Utah requests approval to offer a Bachelor's of Science Degree in Clinical Laboratory Science to prepare Clinical Laboratory Scientists/Medical Technologists for the healthcare field.

## SECTION II: Program Description (MT)

### Description

The field of Clinical Laboratory Science is both diversified and stratified. A National Institute of Health publication describes the field thus: "The clinical laboratory staff is a team of skilled professionals with education in a variety of scientific areas. The majority of laboratory testing is performed by (Medical) Laboratory Technicians with two years of education or Clinical Laboratory Scientists (Medical Technologists) with four years of education. Other individuals involved in clinical laboratory practice include physicians (pathologists), other scientists (chemists, microbiologists), laboratory assistants and phlebotomists." <sup>1</sup> The full title of Clinical Laboratory Scientist/Medical Technologist has been reduced to Medical Technologist in common use among those in the discipline. This is the term that will be used in this proposal or the initials "MT" where appropriate.

Two leadership roles have emerged within the laboratory environment. The pathologist carries out administrative responsibilities for the lab and the technologist assumes supervisory functions for lab activities. Training for such roles is part of their pre-service preparation. The clinical laboratory professional is qualified by academic and applied science education to provide service and research in clinical laboratory science and related areas in rapidly changing and dynamic healthcare delivery systems. These professionals perform, develop, evaluate, correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The professional has diverse and multi-level functions in the areas of analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed. Such specialists possess skills for financial, operations, marketing, and human resource management of the clinical laboratory. Clinical laboratory professionals practice independently and collaboratively, being responsible for their own actions, as defined by the profession. They have the requisite knowledge and skills to educate laboratory professionals, other health care professionals, and others in laboratory practice as well as the public.

The ability to relate to people, a capacity for calm and reasoned judgment and a demonstration of commitment to the patient are essential qualities. Communications skills extend to consultative interactions with members of the healthcare team, external relations, customer service and patient education. Laboratory professionals demonstrate ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community.<sup>2</sup>

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<sup>1</sup> See Frances A. Delwiche, *Mapping the Literature of Clinical Laboratory Science*; <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=164393>.

<sup>2</sup> National Accrediting Agency for Clinical Laboratory Sciences, *Guide to Accreditation for Clinical Laboratory Scientist/Medical Technologist Programs*, Chicago, Illinois: National Accrediting Agency for Clinical Laboratory Sciences, 2007) p. III-1.

The proposed program at Dixie State College is designed to prepare medical technologists for the field through the acquisition of a four-year baccalaureate degree in science. The MT program will meet accreditation requirements fully preparing students to enter the profession at the completion of the program. Using both innovative and traditional strategies, this will be achieved by:

- a) General education coursework;
- b) Specific courses serving as prerequisites to program coursework;
- c) Theory courses founded in laboratory science;
- d) Laboratory classes conducted on campus;
- e) Clinical courses held in the field under the supervision of medical professionals;
- f) A cohort model to develop teaming expertise within the program.

### **Purpose of the Medical Technologist Program**

The degree will incorporate an emphasis in chemistry and prepare participants with the skills and tasks demanded by the field. At career entry, the medical technologist will be proficient in performing the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/ immunology, coagulation, molecular diagnostics, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms. This specialist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed. The clinical medical technologist will also possess basic knowledge, skills, and relevant experiences in:

- A. Communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education;
- B. Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services;
- C. Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information, and;
- D. Research design/practice sufficient to evaluate published studies as an informed consumer.<sup>3</sup>

This conceptual framework and set of professional skills will be provided by the DSC program.

Geographically and professionally, there is a continuous need to provide trained and competent medical technologists both locally and beyond. This need and the changing demographics that drive it will be explained in greater detail in Section III. However, it should be noted here that approximately six years from the writing of this proposal, Intermountain Healthcare in Washington County alone will retire over 55% of their medical technologists creating a significant void to be filled. MT programs in the state rapidly place their

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<sup>3</sup> Ibid. III – pp. 1-2.

graduates in local and national markets. Dixie State College will contribute significantly to the stream of technologists entering the field.

### **Institutional Readiness**

The College now offers certificates, associate degrees and baccalaureate degrees in practical nursing, registered nursing, and RN to BSN; certified nurse assistant (CNA); dental hygiene; medical radiography; surgical technology; phlebotomy; respiratory therapy; and emergency services/paramedic programs. A physical therapist assistant program will begin spring 2010. This evolution of health science programs has produced an institutional infrastructure that remains prepared for expansion of new programs in the field of health sciences. The Medical Technologist Program is another step in Dixie State's pursuit of expanding its services to the healthcare professions locally and beyond.

Since 1995, Dixie State College has a history of providing quality health sciences programs. For example, the nursing program earned the highest pass rate among all programs in the state on the Registered Nurse Licensure Examination, with a collective pass rate of 96 percent in 2003, as reported by the Utah State Board of Nursing. Since graduating its first class in 2000, DSC's dental hygiene program has now scored in the top 10 percent in the nation four of the past five years and in the top five percent three of those five years.<sup>4</sup>

The timing of the proposed MT program is excellent since the new Russell L. Taylor Health Sciences Building was completed in the spring of 2008. It has sufficient facilities to provide classroom, laboratory space, and equipment for the program. The School of Science and Allied Health has the resources to support advising new and prospective students and to support the development and initiation of this program. A key component to the success of a new clinical practice program is the support of the local medical community and providers. The close and collegial working relationship between Dixie State and its medical associates has created a tapestry of collaboration for this degree. In turn, our graduates will serve these establishments as the medical needs of the community continue to grow.

### **Faculty**

Presently, a nation-wide search is underway for a qualified professional to be a shared director for the MT and MLT programs. This will be both an administrative and teaching position. Upon approval of the MT proposal, a search will also be undertaken for a qualified fulltime tenure-track faculty member who will teach for both programs. Locally, there is an abundance of potential adjunct faculty with the background in clinical laboratory science needed to teach coursework. Intermountain Healthcare of Southern Utah accommodates a staff of medical laboratory technicians and technologists who can teach selected courses at Dixie State. Many of these professionals will conduct the clinical experiences in the field for the program. A number of local physicians also qualify as adjunct faculty, and they will be recruited as needed.

### **Staff**

The current administrative assistant to the Dean of Science and Allied Health will provide the necessary secretarial support for the program. The academic advisor for pre-professional, health sciences, and applied technology programs will also serve MT program students.

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<sup>4</sup> See Dixie State College of Utah, *College Catalog*, (Saint George, Utah: Dixie State College of Utah, 2006).

## **Library and Laboratory Resources**

The years of healthcare initiatives conducted at Dixie State have produced a solid and growing foundation of library resources that serve each successive program undertaken. The Val A. Browning Library has extensive learning resources in Nursing and the Allied Health Sciences including books (virtual and electronic), online data bases, DVDs and videotapes. Among these are full text articles including ProQuest Nursing and Allied Health Sources, MEDLINE, Clinical Pharmacology, Biomedical Reference Collection, Health Sources: Academic Addition, and others. Dixie Regional Medical Center also has a medical library that is available to Dixie State College students. These two sources will contribute to the scholarly work of the MT program. Additional materials that specifically address the MT curriculum will be added to the collection.

## **Admission Requirements**

The standards established by Dixie State are consistent across its health sciences offerings, holding the bar as high as possible to effectively meet the qualifications and preparation of students entering its programs. Attainment of a baccalaureate degree in science will be achieved through a two-tier approach. The first tier will be the acquisition of an associate of applied science degree qualifying to be a medical laboratory technician. The MLT degree qualifies the candidate to go into the field to work or to remain at Dixie State to complete the Medical Technologist Program.

The second tier will require qualifying for entrance into the MT program during the junior year. Since applicants from other MLT programs or from the field itself may apply, the following criteria are required for entrance into the MT program:

- a) Submission of a complete program application on or before the deadline established by the department;
- b) Graduation from an accredited institution with a GPA of 3.0 in his/her associate's degree;
- c) Completion of all prerequisite courses required by the MT program with a grade of "C" or better;
- d) Three letters of recommendation including at least one from an instructor in medical laboratory science;
- e) Completion of BIOL 2320/2325 and BIOL 2420/2425 or equivalents;
- f) The previous criteria must be met to qualify for an interview with the Selection Committee. Passing the interview will serve as the final criterion for entrance into the program. More about this gate will be explained in the section on standards.
- g) Membership in a cohort group.

Additional criteria to be considered for acceptance:

- Previous experience in healthcare
- Weighted GPA in specific prerequisite courses
- Clearance of both a drug screen and criminal background check
- Proof of selected immunizations

## **Student Advisement**

Presently, the college has an advisor for all of the health science programs with the exception of the nursing programs which share their own advisor. The advisor for pre-professional, health sciences, and applied technology programs will also serve students in the MT program. In addition, the program director and faculty will provide academic guidance and the college at large is served by advisors who assist students with general

education and graduation requirements. The Division of Nursing and Allied Health works closely with all who advise its students.

### **Justification for the Number of Credit Hours**

The MT program at DSC will require 71 credit hours for the Tier I portion of the program. This is two credit hours above the Board of Regent's guidelines for an AAS degree. The extra hours are required to assure adequate synchronized learning experiences among the classroom, laboratory, and clinic in the field.

Tier II will require 69 credit hours to complete the second portion of the baccalaureate degree. While the baccalaureate degree requires a total of 140 credit hours, each tier addresses its portion of those hours in a manageable format. It is consistent with the Weber State University's MT program and complies with the requirements for this type of degree at Dixie State College. The courses and clinical experiences that fulfill general education requirements and those created for the MT specialty meet the demands of accreditation of the National Accrediting Agency for Clinical Laboratory Sciences. The course structure selected is consistent with similar programs across the country.

### **External Review and Accreditation**

Medical Laboratory Science had its origins in the formation the American Society of Clinical Pathologists (ASCP) formed in 1922. In an effort to bring about a degree of standardization to the education of laboratory personnel, ASCP created the Board of Registry (BOR) in 1928 to certify individual laboratory technicians and later the Board of Schools (BOS) for the accreditation of educational programs. As the field became stratified, each specialty grew toward independence and autonomy. In 1973, as a result of pressure from the U.S. Office of Education and the National Commission on Accrediting, ASCP agreed to disband the BOS and turn over its functions to an independently operated and governed board, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).<sup>5</sup>

Curricular guidelines for the preparation of a medical technologist are determined by this accrediting arm of the medical laboratory sciences. NAACLS is an autonomous, nonprofit organization. ASCP and the American Society for Clinical Laboratory Science (ASCLS) are sponsoring organizations of NAACLS. The National Society for Histotechnology (NSH) and the Association of Genetic Technologists (AGT) are participating organizations. The American Association of Pathologists' Assistants (AAPA) is an affiliating organization. NAACLS is recognized by the Council for Higher Education Accreditation (CHEA). The proposed MT program at Dixie has been developed in accordance with the standards as set down in the Guide to Accreditation for Clinical Laboratory Science/Medical Technologist Programs.<sup>6</sup>

Once underway, the new program will begin the process of seeking accreditation. The program must make application to NAACLS no later than two months prior to graduating its first cohort in order for the process to be completed in time for graduates to take the ASCP registry exams. This will involve a self study/visitation process, which will receive a five-year award cycle upon proof of compliance. Once accredited, a progress

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<sup>5</sup> See Frances A. Delwiche, *Mapping the Literature of Clinical Laboratory Science*, <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=164393>

<sup>6</sup> See National Accrediting Agency for Clinical Laboratory Sciences, *Guide to Accreditation for Clinical Laboratory Scientist/Medical Technologist Programs*, Chicago, Illinois: National Accrediting Agency for Clinical Laboratory Sciences, 2007).

report must be submitted every two years from that date. The tools and strategies to be employed by DSC in this procedure are found in Section IV of this proposal.

The use of advisory committees has helped steer the development and unfolding of the various health sciences programs that have evolved over the years at Dixie State. Membership has included participants from the health sciences community, the public at large, and college faculty. Their work has resulted in a network of resources and professionalism that continues to raise the bar of excellence in the preparation of the next generation of health sciences professionals. An advisory committee will be established for the MT program in order to provide community-wide interpretation of program needs; systematically assess and identify needs of the local and regional healthcare workforce; provide advice regarding curricular changes; assist in assessment of educational outcomes and continued program improvement; and assist in placing clinical students and graduates.

This proposal has been created by: 1.) David L. Loughmiller MBA, MT, (ASCP), SC, Medical Technologist and General Laboratory Supervisor at Dixie Regional Medical Center and CEO of The Scepter Media and Training Firm, and 2.) Douglas C. Godwin, Ph.D., The Scepter Media and Training Firm Director of Research and a former faculty member for the past 27 years of Texas A&M University and more recently, Dixie State College of Utah.

### **Projected Enrollment**

An examination of the ever expanding student interest in other healthcare programs at DSC and around the state suggests that there will be more than an adequate pool of students interested in the MT program. Based upon the number of clinical lab placements available among our medical affiliates, we will accommodate 12 new students each fall semester. A screening process will be conducted and the most qualified will form a cohort, moving through the program together. Following is the enrollment plan for the first five years and the faculty/student ratios required for each.

**Table I: Projected Faculty/Student Ratios**

| <b>Year</b> | <b>Student Headcount</b> | <b># of Faculty</b> | <b>Student-to-Faculty Ratio</b> | <b>Accreditation Req'd Ratio</b> |
|-------------|--------------------------|---------------------|---------------------------------|----------------------------------|
| 2012- 2013  | 12                       | 2                   | 6:1                             | Not applicable                   |
| 2013- 2014  | 24                       | 2                   | 12:1                            | Not applicable                   |
| 2014- 2015  | 24                       | 2                   | 12:1                            | Not applicable                   |
| 2015- 2016  | 24                       | 2                   | 12:1                            | Not applicable                   |
| 2016- 2017  | 24                       | 2                   | 12:1                            | Not applicable                   |

### **Section III: Need**

#### **Program Need**

Clinical Laboratory Science is an area of healthcare that supports greater than 70% of all diagnostic testing. There are over 319,000 Clinical Laboratorians in the United States and more throughout the world. A large percentage of these Laboratorians were trained over 30 years ago and are fast approaching the age of



retirement. As with other areas of healthcare, a significant shortage has occurred due to decreased preparation programs nationwide, focus on automation, and a move for consolidation of highly specialized procedures. It is estimated that by 2012, about 50% of all Clinical Laboratory Scientists will have left the workplace leaving an extreme need to train new professionals.

Todd Smith in *Advance Magazine* indicates that more physicians are requesting highly specialized analyses, items that in the past were considered low volume. In today's practice, the evaluation of nutritional status, genetic markers, and identification of infectious agents using complex techniques are processes that heretofore have been restricted to large referral centers. These technologies are making their way into the clinical laboratory settings in many hospitals and smaller central laboratories.<sup>7</sup> With the advent of automated processes and greater computerization of analytical procedures, the need for laboratory scientists well versed in many aspects of laboratory medicine is critical.

Weber State University and the University of Utah are the USHE institutions that offer degrees in the Clinical Laboratory Sciences. Medical establishments throughout the country heavily recruit many of the students graduating from these programs. Currently the Mayo Medical group actively recruits from Weber State and University of Utah graduates. Due to the magnitude of the shortage of accredited offerings nationwide, students are sought after by medical organizations upon admittance into their institutions' academic programs.

Dixie Regional Medical Center and other hospital laboratories throughout southern Utah, southern Nevada, and northern Arizona are at a disadvantage trying to recruit some of the students coming out of the schools on the Wasatch Front. Furthermore, individuals residing in southern Utah must relocate to the Wasatch Front to study these areas of healthcare or choose a different line of work. David Loughmiller, Laboratory General Supervisor for Dixie Regional Medical Center indicates that many graduates in biology from schools in the southern part of the state find it a challenge to get jobs in their field of study. Their training is not specific enough to meet the needs of healthcare and they end up moving out of the area to find employment. The MT program will provide them with a marketable option.

### **Labor Market Demand**

The need for medical technologists in the state of Utah has continued to grow through the last 20 years. The ability to recruit in the southern Utah area has been difficult, resulting in the use of high cost temporary professionals to fill these positions. It is not unusual for recruiting to fill open positions to take from 6 to 18 months. The current retirement of staff is creating an increased number of openings. At Dixie Regional Medical Center it is estimated that by 2015, twenty-six positions will be open as a result of attrition due to retirement, a 65% loss of staff. According to *Jobs Rated Almanac: The Best and Worst Jobs* by Les Krantz, medical technologists are on the top 20 on the list of best jobs.<sup>8</sup> *Medical Laboratory Observer* in April 2008, indicates the average vacancy rate for staff technologists has increased 50% since 2003.<sup>9</sup>

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<sup>7</sup> T. Smith, "Automating the Hematology Lab", *Advance for Administrators of the Laboratory*, (Vol. 17, Issue 4, April 2008), p. 68.

<sup>8</sup> See L. Krantz, *Jobs Rated Almanac: the Best and Worst Jobs*, 6<sup>th</sup> Edition, (Ft. Lane, New Jersey: Barricade Books, 2002).

<sup>9</sup> Staff Writer, "Labs Are Vital: Industry Takes Aim at Lab Workforce Shortage", *Medical Laboratory Observer*, (April 2008) p. 42.

There are a number of agencies that provide projections for employment as a medical technologist. The Utah Department of Workforce Services rates this profession as a 3-star occupation on a scale of 1 to 5 meaning that it has a moderate to strong employment outlook with low to moderate wages. They indicate that this occupation will experience faster than average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will be the source of the majority of job openings in the coming decade.<sup>10</sup>

The U.S. Department of Labor projects a 12.4% increase in the need for medical technologists in the next 8 years (See Table 2) <sup>11</sup> It is estimated that there is a need for 16,500 Clinical Laboratorians per year and only 5000 are being produced through institutions of higher learning.<sup>12</sup>

**Table 2: MT Growth Trends**

| Occupational Titles | Employment 2006 | Projected Employment 2016 | Change, 2006-16 |         |
|---------------------|-----------------|---------------------------|-----------------|---------|
|                     |                 |                           | Number          | Percent |
| MT, CLS             | 167,207         | 187,960                   | 20,753          | 12.4%   |

### **Student Demand**

The trends in enrollment at Dixie State College and across the state seem to be the best indicators for student interest in the field of healthcare. The number of applicants for all healthcare programs at DSC exceeds the number of students that can be admitted. This is also true for other institutions of higher education in the state and those nearby. For example, current enrollments in the Introduction to Physical Therapy course at the College of Southern Nevada are 38 in the Internet course and 26 in the on-campus course. Over the past 4 years, first year enrollments in the physical therapist assistant program have resulted in full classes. Most recently, students enrolled in the program have traveled from Bullhead City, Arizona, Battle Mountain, and Mesquite, Nevada. The program has also received student inquiries from here in St. George.

DSC's School of Science and Allied Health has a designated advisor to interview students who express an interest in this profession. There has been a consistent pool of over 200 students per year that have sought information and academic advising about the health sciences professions and the courses that would likely fulfill prerequisite requirements. According to Loughmiller, there are approximately 25-30 queries per year at the Dixie Regional Medical Center from people interested in laboratory science.

The key factor seems not to be student interest as much as providing the adequate laboratory and clinical experiences that require low instructor/student ratios. The creation of the new Russell Taylor Health Sciences Center along with the collaboration between Dixie State and community health services has moved DSC significantly forward in the ability to meet the increasing interest in the healthcare professions. The MT

<sup>10</sup> The Utah Department of Workforce Services, <http://jobs.utah.gov> (accessed January 2009).

<sup>11</sup> See National Employment Matrix, *Clinical Laboratory Technologists and Technicians, 2006 and Projected to 2016*, Department of Labor Statistics. <http://www.bls.gov/oco/ocos096.htm>

<sup>12</sup> Staff Writer, *Advance Laboratory*, (King of Prussia, Pennsylvania, Dec. 2008) p. 35.

program should be able to accommodate 12 new students each year, and 24 pursuing the degree at any time beginning with the second year.

### **Similar Programs**

Presently, Weber State University and the University of Utah are the USHE institutions that offer a program in Clinical Laboratory Science (MT). The proposed program at Dixie State will be similar to but unique from WSU's program. The similarity will permit students to matriculate between schools and from other programs when relocating without a significant loss of credit hours. The uniqueness emerges from the College's special use of affiliate resources to personalize the development of laboratory skills among its students.

This distinctiveness in curricular design is an important one. The clinical experiences occur throughout the program rather than becoming a single event at the end of the coursework. To plan field experiences that take place concurrently with classroom curriculum, local institutions must be willing to accommodate an ongoing flow of students. Community medical affiliates are enthusiastic participants. Such an approach provides a mentoring system for learners that guide the growth of professionalism simultaneously within three areas: the classroom, the laboratory, and the clinic.

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

Because of the need for medical technologists, no USHE institution in the state will unduly compete in the placement of graduates beyond normal institutional competition. This is also true for applicants to their programs since the interest of the public in healthcare careers shows no sign of diminishing. The previous Dean of Business, Science, and Health held informal discussions with CLS program chairs at the University of Utah and Weber State University with regard to DSC beginning its own MLT and MT programs. As well, the Associate Dean of Nursing and Allied Health consulted with these same individuals through the Laboratorian Committee of the Utah Graduate Medical Education Council.

As stated earlier, the need for a program in southern Utah is also important geographically. The DSC program should have no effect on enrollments at Weber State or the University of Utah because of its location in southern Utah. The population growth and trends in the Washington County demand a local expansion in educational opportunities. The need for such options was foreseen by the Board of Regents when first permitting Dixie State to become a college that provides baccalaureate degrees.

### **Benefits**

Much of what has been written in this proposal reveals many of the benefits that a MT program will contribute to the College as it continues its role among other USHE institutions in the state. In response to community needs, the pursuit of this degree will be an ongoing service to the populace. As Dixie State continues to grow, the importance of its contributions to this county and the state will continue to grow proportionally.

### **Consistency with the Institutional Mission**

The Bachelor of Science Degree in Clinical Laboratory Science is consistent with the mission of Dixie State College of Utah. As an institution in the Baccalaureate/Associate's College category designated by Regents' Policy, Dixie State's dual mission is to "[offer] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" and "to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs"(DSC Mission Statement). As a result, DSC has taken steps to develop a healthcare professions core of programs. The proposed MT program and the accompanying AAS MLT program are the

college's response to meeting the southern Utah community's need as well as meeting the DSC and Regents' missions.

## Section IV: Program Assessment

### Program Assessment

There has been a movement in institutions of higher education over the past four decades to enhance the pedagogical, assessment and curriculum expertise in the professional preparation programs they offer. As the professions continue to refine their standards, they have gravitated to common principles of what now is known as "best practice." Many of these are generic educational strategies that address new discoveries in brain theory and how such theory translates into cognition and behavior. Learning has been divided into the cognitive, psychomotor and affective domains.

The standards addressing best practice set down by NAACLS require the creation of program goals and objectives along with assessment strategies that measure the attainment of them. Assessment is to focus on outcomes. For student performance, this entails both formative assessment of ongoing progress and summative assessment of exit mastery. The plan must include a mechanism for reviewing continually and systematically the effectiveness of the program to include survey and evaluation procedures that incorporate information from students, employers, faculty, graduates, formative and exit examinations, and accreditation reviews. The MT Program at Dixie State will account for all such standards.

For assessment purposes, standardized Employer and Graduate Satisfaction Surveys are available from ASCP and will be utilized by the program. Graduate performance on credentialing examinations is available to the program from ASCP. It includes statistics comparing general graduate performance taken from many programs and is specific to content areas contained in the examination. The content areas refer to accreditation standards set down by ASCP.<sup>13</sup>

Following is the overall goal of the MT program. Table 3 presents the evaluation strategies to be utilized to assess its attainment.

***Program Goal:*** *The MT program is designed to (1) provide its students with the foundation of a liberal education and (2) prepare graduates to competently enter the workforce possessing the cognitive, psychomotor, and affective skills required by the profession.*

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<sup>13</sup> See National Accrediting Agency for Clinical Laboratory Sciences, *Guide to Accreditation for Clinical Laboratory Scientist/Medical Technologist Programs*, Chicago, Illinois: National Accrediting Agency for Clinical Laboratory Sciences, 2007).

Table 3: Program Standards and Appraisal Strategies

| DOMAIN             | INTERNAL ASSESSMENT                                                                                                                                                                                                                                                                               | EXTERNAL ASSESSMENT                                                                                                                                                                                                                                                                                                                     | OUTCOME/ ANALYSIS & REPORTING                                                                                                                                                                                                              |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cognitive</b>   | <ul style="list-style-type: none"> <li>• Graduates performance on registry exams <ul style="list-style-type: none"> <li>○ MT (ASCP)</li> <li>○ CLT (NCA)</li> </ul> </li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Employers Surveys- [satisfaction with grad. knowledge base]</li> <li>• Advisory Committee assessment input</li> <li>• Grades from clinical lab. experiences</li> <li>• Students will present a portfolio of their work for review by professionals from the field &amp; the faculty</li> </ul> | <ul style="list-style-type: none"> <li>• Reporting of analysis of pass rates on 3 registry exams</li> <li>• Reporting of analysis of employer feedback &amp; satisfaction</li> <li>• Summary of clinical performance</li> </ul>            |
| <b>Psychomotor</b> | <ul style="list-style-type: none"> <li>• Graduates must demonstrate competency in all skills required by the curriculum</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Employers Surveys- [satisfaction with grad. competency in performing all skills required]</li> </ul>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• The program will assess student competence on random selected skills prior to exiting the program.</li> <li>• Employers' responses will also be analyzed and both will be reported.</li> </ul>    |
| <b>Affective</b>   | <ul style="list-style-type: none"> <li>• Faculty will assess students' behaviors specific to communication skills, ethics, work habits, interpersonal relations and collaborative skills.</li> <li>• Student surveys- [Upon graduation, students will provide feedback about program.]</li> </ul> | <ul style="list-style-type: none"> <li>• Employer surveys- Satisfaction with: <ol style="list-style-type: none"> <li>1) graduates ability to effectively interact with staff and colleagues, &amp;</li> <li>2) compliance with work expectations</li> </ol> </li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Affective findings will be analyzed and summarized prior to graduation.</li> <li>• Graduates' performance in the workplace will also be summarized and both findings will be reported.</li> </ul> |

## Educational Standards and Student Performance

NAACLS has established the following standards for the preparation of Medical Laboratory Technologists.<sup>14</sup> Several of these have been summarized previously.

### A. Curricular Structure

Instruction must follow a plan which documents a structured curriculum composed of general education, basic sciences, and professional courses including applied (clinical) education. The curriculum must include clearly written program goals and competencies and course syllabi, which must include individual course goals and objectives.

The curriculum must include all the major subject areas currently offered in the contemporary clinical laboratory. Behavioral objectives, which address cognitive, psychomotor, and affective domains, must be provided for didactic, applied (clinical practice) aspects of the program, and must include clinical significance and correlation. Course objectives must show progression to the level consistent with entry into the profession.

### B. Instructional Areas

The curriculum must include:

1. Scientific content (either prerequisite or as an integral part of the curriculum) to encompass areas such as anatomy/physiology, immunology, genetics/molecular biology, microbiology, organic/biochemistry, and statistics.
2. Pre-analytical, analytical, and post-analytical components of laboratory services, such as hematology, hemostasis, chemistry, microbiology, urinalysis, body fluids, molecular diagnostics, immunology, phlebotomy, and immunohematology. This includes principles and methodologies, performance of assays, problem-solving, troubleshooting techniques, interpretation of clinical procedures and results, statistical approaches to data evaluation, and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.
3. Principles and practices of quality assurance/quality improvement as applied to the pre-analytical, analytical, and post-analytical components of laboratory services.
4. Application of safety, governmental regulations, and standards as applied to laboratory practice.
5. Principles of interpersonal and interdisciplinary communication and team-building skills.
6. Principles and application of ethics and professionalism to address ongoing professional career development.
7. Education techniques and terminology sufficient to train/educate users and providers regarding laboratory services.
8. Knowledge of research design/practice sufficient to evaluate published studies as an informed consumer.
9. Concepts and principles of laboratory operations must include:
  - a. Critical pathways and clinical decision making;

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<sup>14</sup> Ibid pp. III- pp. 6-8.

- b. Performance improvement;
- c. Dynamics of healthcare delivery systems as they affect laboratory service;
- d. Human resource management to include position description, performance evaluation, utilization of personnel, and analysis of workflow and staffing patterns, and;
- e. Financial management: profit and loss, cost/benefit, reimbursement requirements, and materials/inventory management.

### C. Learning Experiences

The learning experiences needed in the curriculum to develop and support entry level competencies must be properly sequenced and include instructional materials, classroom presentations, discussion, demonstrations, laboratory sessions, supervised practice and experience.

1. Student experiences must be educational and balanced so that all competencies can be achieved.
2. Student experiences at different clinical sites must be comparable to enable all students to achieve entry level competencies.
3. Policies and processes by which students may perform service work must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. After demonstrating proficiency, students with qualified supervision may be permitted to perform procedures. Service work by students in clinical settings outside of academic hours must be noncompulsory.

### D. Evaluations

Written criteria for passing, failing, and progression in the program must be provided. These must be given to each student at the time of entry into the program. Evaluation systems must be related to the objectives and competencies described in the curriculum for both didactic and applied components. They must be employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress and to serve as a reliable indicator of the effectiveness of instruction and course design.

Dixie State is prepared to meet these standards through planned experiences for its students. These will be housed in four modes of educational activity.

A. Structured Cohorts—Each semester, students entering the program are formed into a cohort. They will remain together throughout the program, allowing for relationships to form. This structure allows for team activity that cuts across courses where appropriate. The cohort model provides an ideal infrastructure to develop leadership, professionalism, and collaborative skills among the students.<sup>15</sup>

B. Didactic courses—In addition to the methods suggest in item C above, additional strategies will be employed such as team projects, simulations, role play, pairing strategies, study sessions, quizzes, exams, task-conferencing and more. Care has been taken to sequence the coursework and space the offerings to build on prerequisite knowledge allowing time for adequate learning the esoteric concepts and language of the profession.

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<sup>15</sup> See Peter R. Scholtes, Brian L. Joiner, Barbara J. Streibel, *The Team Handbook* [Third Edition], (Madison, Wisconsin: Oriel Incorporated, 2003).

C. Laboratory courses—The new medical facilities offer optimum space and equipment for the lab experiences that will be provided. These will be conducted by faculty and will address both conceptual understanding and skill acquisition.

D. Clinical experiences—A number of medical facilities in Southern Utah will provide the clinical experiences for our students. Working in collaboration, on-site clinical involvement will be woven into the coursework so that new concepts learned in class will be explored first in the campus labs and second in the field under the direction of a laboratory technologist.

E. Table 4 addresses the assessment strategies to be utilized in this program.

**Table 4: Student Formative and Summative Assessment**

| DOMAIN             | FORMATIVE ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUMMATIVE ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cognitive</b>   | <ul style="list-style-type: none"> <li>• Course examinations- pass = 74% or above</li> <li>• Laboratory projects- pass = 80% mastery or above</li> <li>• Clinical projects- pass = 100% mastery or above</li> </ul>                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Capstone Performance Assessment <ul style="list-style-type: none"> <li>○ A "C" or above in each course</li> <li>○ Take the MT &amp; CLT practice exams during the final semester and achieve a grade = to or higher than 5% below the national cut score</li> <li>○ Present a portfolio of work achieved in the program to local clinical professionals &amp; faculty</li> </ul> </li> </ul> |
| <b>Psychomotor</b> | <ul style="list-style-type: none"> <li>• Students must demonstrate competency in all skills practiced in the lab. (85% efficiency)</li> <li>• Students must demonstrate competency in skills performed in the clinical settings. (85% efficiency)</li> </ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Exit Exam—Students will be required to perform a set of randomly selected skills to demonstrate continuing competence.</li> <li>• Students will be required to re-demonstrate previously learned skills at any time during the program.</li> </ul>                                                                                                                                           |
| <b>Affective</b>   | <ul style="list-style-type: none"> <li>• Student grading rubrics for all courses (didactic, laboratory, and clinical practice) will include a section addressing professionalism, attitudes, and work habits.</li> <li>• Student evaluations in clinical courses will include a section on interpersonal skills, attitudes, work habits and professionalism.</li> <li>• Faculty will conduct observations of student acquisition of collaborative skills during team and field activities.</li> </ul> | <ul style="list-style-type: none"> <li>• A summary assessment, compiling affective data gathered throughout the students' program will be conducted during the final semester. Results will be factored into outcomes of the other two domains of learning. Findings will be compared to the employer survey data to help fine-tune the assessment process of the program.</li> </ul>                                                 |



## Section V: Finance

Table 5

Financial Analysis for All R401 Documents

| Dixie State College MT Program   | Year 1               | Year 2               | Year 3               | Year 4               | Year 5               |
|----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Students</b>                  |                      |                      |                      |                      |                      |
| Projected FTE Enrollment         | 12.0                 | 24.0                 | 24.0                 | 24.0                 | 24.0                 |
| Cost Per FTE                     | \$ 34,698.00         | \$ 9,139.00          | \$ 9,143.00          | \$ 9,363.00          | \$ 9,380.00          |
| Student/Faculty Ratio            | 6 to 1               | 12 to 1              | 12 to 1              | 12 to 1              | 12 to 1              |
| Projected Headcount              | 12.0                 | 24.0                 | 24.0                 | 24.0                 | 24.0                 |
| <b>Projected Tuition</b>         |                      |                      |                      |                      |                      |
| Projected Gross Tuition          | \$ 34728.00          | \$ 69456.00          | \$ 73623.00          | \$ 78040.00          | \$ 82723.00          |
| Tuition Allocated to the Program | \$ 8682.00           | \$ 17364.00          | \$ 18405.00          | \$ 19510.00          | \$ 20680.00          |
| Student Lab Fees                 | \$ 3600.00           | \$ 7200.00           | \$ 7200.00           | \$ 7200.00           | \$ 7200.00           |
| <b>5 Year Budget Projection</b>  |                      |                      |                      |                      |                      |
|                                  | Year 1               | Year 2               | Year 3               | Year 4               | Year 5               |
| <b>Expense</b>                   |                      |                      |                      |                      |                      |
| Salaries & Wages                 | \$ 140,000.00        | \$ 144,200.00        | \$ 148,526.00        | \$ 152,981.00        | \$ 157,571.00        |
| Benefits                         | \$ 57,500.00         | \$ 58,445.00         | \$ 59,418.00         | \$ 60,420.00         | \$ 61,453.00         |
| Total Personnel                  |                      |                      |                      |                      |                      |
| Current Expense                  | \$ 3,000.00          | \$ 4,000.00          | \$ 4,000.00          | \$ 4,000.00          | \$ 4,000.00          |
| Travel                           |                      | \$ 4,000.00          | \$ 4,000.00          | \$ 4,000.00          | \$ 4,000.00          |
| Capital                          | \$ 20,000.00         |                      |                      |                      |                      |
| Library Expense                  | \$ 5,000.00          | \$ 2,500.00          | \$ 2,500.00          | \$ 2,500.00          | \$ 2,500.00          |
| <b>Total Expense</b>             | <b>\$ 225,500.00</b> | <b>\$ 213,145.00</b> | <b>\$ 218,444.00</b> | <b>\$ 223,901.00</b> | <b>\$ 229,524.00</b> |
| <b>Revenue</b>                   |                      |                      |                      |                      |                      |
| Legislative Appropriation        | \$ 133,218.00        | \$ 108,581.00        | \$ 112,839.00        | \$ 138,000.00        | \$ 138,000.00        |
| Grants (DRMC Donation)           |                      |                      |                      |                      |                      |
| Reallocated Funds                | \$ 80,000.00         | \$ 80,000.00         | \$ 80,000.00         | \$ 59,191.00         | \$ 63,644.00         |
| Tuition Allocated to the Program | \$ 8,682.00          | \$ 17,364.00         | \$ 18,405.00         | \$ 19,510.00         | \$ 20,680.00         |
| Other (Lab fees)                 | \$ 3,600.00          | \$ 7,200.00          | \$ 7,200.00          | \$ 7,200.00          | \$ 7,200.00          |
| <b>Total Revenue</b>             | <b>\$ 225,500.00</b> | <b>\$ 213,145.00</b> | <b>\$ 218,444.00</b> | <b>\$ 223,901.00</b> | <b>\$ 229,524.00</b> |
| <b>Difference</b>                |                      |                      |                      |                      |                      |
| Revenue-Expense                  | \$ -                 | \$ -                 | \$ -                 | \$ -                 | \$ -                 |
| <b>Comments</b>                  |                      |                      |                      |                      |                      |

The MT program will share equipment and library resources with the MLT program.

**Funding Sources**

The MT program will be funded through state appropriation, tuition, reallocated funds, donation, and lab fees. The 2008 Utah State Legislature awarded \$400,000 ongoing Health Science initiative funding to DSC. The residual expense will come from cost savings and reallocation.

**Reallocation**

The MT program will be supported partially through internal reallocation. The source for the reallocated funds will be a previously existing Health Sciences account created by a Dixie Regional Medical Center donation for instruction in the health sciences.

**Impact on Existing Budgets**

No other program base budgets will be affected by costs for the Medical Technologist program.

## APPENDIX A

### Program Curriculum

| Course Prefix and Number  | Title                                                | Credit Hours |
|---------------------------|------------------------------------------------------|--------------|
| Course Courses            |                                                      |              |
| Tier I                    |                                                      |              |
| CLS 1110                  | Introduction to Clinical Laboratory Science          | 3            |
| CLS 1115                  | Introduction to Clinical Laboratory Science Lab      | 1            |
| CLS 1120                  | Principles of Clinical Hematology and Hemostasis     | 4            |
| CLS 1125                  | Principles of Clinical Hematology and Hemostasis Lab | 1            |
| CLS 1155                  | Supervised Clinical Experience                       | 1            |
| CLS 2210                  | Principles of Clinical Chemistry I                   | 4            |
| CLS 2215                  | Principles of Clinical Chemistry I Lab               | 1            |
| CLS 2310                  | Principles of Clinical Microbiology I                | 3            |
| CLS 2315                  | Principles of Clinical Microbiology I Lab            | 1            |
| CLS 2410                  | Principles of Clinical Chemistry II                  | 4            |
| CLS 2415                  | Principles of Clinical Chemistry II Lab              | 1            |
| CLS 2510                  | Principles of Clinical Microbiology II               | 3            |
| CLS 2515                  | Principles of Clinical Microbiology II Lab           | 1            |
| CLS 2610                  | Principles of Clinical Immunohematology              | 3            |
| CLS 2615                  | Principles of Clinical Immunohematology Lab          | 1            |
| CLS 2715                  | Supervised Clinical Experience I                     | 1            |
| CLS 2815                  | Supervised Clinical Experience II                    | 1            |
|                           | Sub-total                                            | 34           |
| Tier II                   |                                                      |              |
| CLS 3300                  | Advanced Clinical Lab Practices I                    | 4            |
| CLS 3310                  | Advanced Clinical Immunohematology                   | 3            |
| CLS 3320                  | Advanced Clinical Hematology and Hemostasis          | 4            |
| CLS 3330                  | Advanced Clinical Chemistry                          | 3            |
| CLS 3340                  | Advanced Clinical Microbiology                       | 3            |
| CLS 4410                  | Clinical Correlation                                 | 1            |
| CLS 4435                  | Supervised Clinical Experience I                     | 1            |
| CLS 4450                  | Supervised Clinical Experience II                    | 1            |
| CLS 4800                  | Research Projects in CLS                             | 1            |
|                           | Sub-total                                            | 21           |
| General Education Courses |                                                      |              |
| Tier I                    |                                                      |              |
| ENGL 1010                 | Introduction to Writing                              | 3            |
| LIB 1010                  | Information Literacy                                 | 1            |
| ENGL 2010                 | Intermediate Writing                                 | 3            |
| COMM 2110                 | Interpersonal Communication                          | 3            |

|                       |                                  |     |
|-----------------------|----------------------------------|-----|
| BIOL 1610/1615        | Principles of Biology            | 5   |
| BIOL 2420/2425        | Human Physiology/Lab             | 4   |
| BIOL 2060/2065        | Introduction to Microbiology/Lab | 4   |
| MATH 1050             | College Alg/Pre-Calculus         | 4   |
| CHEM 1210/1215        | Principles of Chemistry I/Lab    | 5   |
| CHEM 1220/1225        | Principles of Chemistry II/Lab   | 5   |
|                       | Sub-total                        | 37  |
| Tier II               |                                  |     |
| BIOL 2030             | Principles of Genetics           | 4   |
| BIOL 3450             | Medical Microbiology             | 4   |
| BIOL 3455             | Medical Micro Lab                | 1   |
| BIOL 3470             | Intro to Immunology              | 3   |
| BIOL 4230             | General Parasitology             | 3   |
| BIOL 4235             | General Parasitology Lab         | 1   |
| CHEM 2310             | Organic Chemistry I              | 4   |
| CHEM 2315             | Organic Chemistry I Lab          | 1   |
| CHEM 2320             | Organic Chemistry II             | 4   |
| CHEM 2325             | Organic Chemistry II Lab         | 1   |
| PHYS 2010             | College Physics I                | 4   |
| PHYS 2015             | College Physics I Lab            | 1   |
| PHYS 2020             | College Physics II               | 4   |
| PHYS 2025             | College Physics II Lab           | 1   |
| HU/CA/SS              | General Education                | 3   |
| HU/CA/SS              | General Education                | 3   |
| American Institutions | General Education                | 3   |
| HU/CA/SS              | General Education                | 3   |
|                       | Sub-total                        | 48  |
|                       | Total number of credits          | 140 |

## Course Descriptions for the MT Program

**CLS 1110 Introduction to Clinical Laboratory Science (3)**  
Principles and applications to laboratory testing including safe practices for the laboratory practitioner, specimen quality assurance, phlebotomy, urinalysis, basic concepts in clinical immunology, and clinical approaches to immunological testing are introduced.

**CLS 1115 Introduction to Clinical Laboratory Science Laboratory (1)**  
Laboratory session addresses the principles and applications to laboratory testing including safe practices for the laboratory practitioner, specimen quality assurance, phlebotomy, urinalysis, basic concepts in clinical immunology, and clinical approaches to immunological testing.

**CLS 1120 Principles of Clinical Hematology and Hemostasis (4)**  
Fundamental theories of hematopoiesis, routine laboratory evaluation of blood components using standard instrumentation and microscopic methods, including safety and quality control theories of hemostasis and introduction to abnormal hematology.

**CLS 1125 Principles of Clinical Hematology and Hemostasis Laboratory (1)**  
Microscopic and instrumental approach to routine evaluations of hematology and Hemostasis.

**CLS 1155 Supervised Clinical Experience (1)**  
Off-campus supervised clinical experiences administered in conjunction with clinical faculty in DSC affiliated health care institutions. Prerequisite: CLS 1110, 1115, 1120 and 1125

**CLS 2210 Principles of Clinical Chemistry I (4)**  
Basic concepts and techniques in clinical chemistry and quality control utilizing manual and automated laboratory procedures. Emphasis on blood and body fluid assessments of carbohydrates, bilirubin, non-protein nitrogen testing and electrolyte acid/base balance. Prerequisite: Chem 1110, 1115 and Math 1040.

**CLS 2215 Principles of Clinical Chemistry I Laboratory (1)**  
Basic laboratory techniques in clinical chemistry and quality control using manual and automated procedures. The laboratory portion provides direct analytical interaction with the procedures. Provides basic laboratory mathematics and quality control in a practical setting.

**CLS 2310 Principles of Clinical Microbiology I (3)**  
This course provides an in-depth coverage of clinically significant bacteria including epidemiology, pathogenicity, procedures for traditional laboratory identification.

**CLS 2315 Principles of Clinical Microbiology I Laboratory (1)**  
The laboratory provides practical identification of clinically significant bacteria. Specific procedures for identification are introduced and practiced.

**CLS 2410 Principles of Clinical Chemistry II (4)**  
Continuation of CLS 2210 with the introduction to methods for the assessment of proteins, lipids, enzymology, therapeutic drug monitoring, toxicology and basic endocrinology. Prerequisite: CLS 2210.

- CLS 2415 Principles of Clinical Chemistry II Laboratory (1)**  
The lab portion of this course provides specific practical applications to each of the assessment of proteins, lipids, enzymology, therapeutic drug monitoring, toxicology and basic endocrinology.
- CLS 2510 Principles of Clinical Microbiology II (3)**  
This course is a continuation of CLS 2315 including, clinical mycology, virology, parasitology and miscellaneous clinical bacteria. Prerequisites: CLS 2315, BIOL 2060 and BIOL 2065
- CLS 2515 Principles of Clinical Microbiology II Laboratory (1)**  
Focus of the laboratory is to provide practical identification of clinically significant fungi, viruses and parasites. Both morphologic and serological determinations will be presented.
- CLS 2610 Principles of Clinical Immunohematology (3)**  
Lecture covering the theory and principles of Immunohematology relevant to blood group serology, antibody detection and identification, compatibility testing, component preparation and therapy in blood transfusion service, quality control parameters, donor screening and phlebotomy, transfusion reactions and hemolytic disease of the newborn. Prerequisite: CLS 1110.
- CLS 2615 Principles of Clinical Immunohematology Laboratory (1)**  
Laboratory covering the practical aspects relevant to blood group serology, antibody detection and identification, compatibility testing and quality control parameters. Donor and component preparation, screening and phlebotomy will be handled in cooperation with the Red Cross Blood Services.
- CLS 2715 Supervised Clinical Experience I (1)**  
Off-campus supervised clinical experiences administered in conjunction with clinical faculty in DSC affiliated health care institutions. Prerequisite: CLS 1110, 1115, 1120 and 1125.
- CLS 2815 Supervised Clinical Experience II (1)**  
Off campus supervised clinical experiences administered in conjunction with clinical faculty in DSC affiliated health care institutions. Prerequisites: CLS 2210, 2215, 2310, 2315, 2410, 2415, 2510, 2515, 2610, and 2615.
- CLS 3300 Advanced Clinical Laboratory Practices I (4)**  
Advanced theory to include laboratory instrument systems comparison, evaluation, and CLIA 88 validation procedures with emphasis on scientific research design and statistical analysis. Interrelated topics in the clinical laboratory sciences to include educational strategies for laboratory personnel, approaches to work-load management, budgeting and marketing strategies for laboratory services. Students also learn about and evaluate the new diagnostic technology available to clinical laboratories, as well as learning how to select, evaluate, design, perform, and document CLIA-88 acceptable validations studies on new chemistry instrumentation or analytical methods. Interrelated topics in the clinical laboratory to include workload management, designing and implementing standards for quality assurance, budgeting laboratory operations, and investigative concepts related to new method and instrument evaluation, selection, and validation.

**CLS 3310      Advanced Clinical Immunohematology      (3)**  
Advanced blood banking theory and specialized procedures as they pertain to transfusion, quality assurance and regulatory issues pertaining to Transfusion Medicine. Prerequisite: CLS 2610.

**CLS 3320      Advanced Clinical Hematology and Hemostasis      (4)**  
Correlation of clinical laboratory hematology and hemostasis with emphasis on hematopathology specialized procedures and hematological abnormalities in human cellular components. Routine and specialized coagulation procedures will also be used to detect hemorrhagic and thrombotic problems. Prerequisite: CLS 1120.

**CLS 3330      Advanced Clinical Chemistry      (3)**  
This problem-solving oriented course presents the correlation of clinical chemistry test results to organ-related diseases, such as renal, hepatic, and endocrine diseases. The students will learn how to use clinical correlation as a quality assurance tool to detect patient testing errors. Students also learn about and evaluate the new diagnostic technology available to clinical laboratories, as well as learning how to select, evaluate, design, perform, and document CLIA-88 acceptable validations studies on new chemistry instrumentation or analytical methods. Interrelated topics in the clinical laboratory to include workload management, designing and implementing standards for quality assurance, budgeting laboratory operations, and investigative concepts related to new method and instrument evaluation, selection, and validation. Additionally, Therapeutic Drug Monitoring and Toxicology studies are presented. Prerequisites: Acceptance into the CLS Program, and completion of CLS 3300 (Advanced Clinical Laboratory Practices).

**CLS 3340      Advanced Clinical Microbiology      (3)**  
A comprehensive study of clinical bacteriology, using the culture site approach, including laboratory identification of pathogens by traditional manual methods. This course will also examine applications of clinical diagnostic molecular biology of infectious microorganism using current and evolving methodologies. Prerequisites/Co-requisites: BIOL 3450.

**CLS 4410. Clinical Correlation      (1)**  
Physician guided correlation between laboratory data and patient diagnosis.

**CLS 4435. Supervised Clinical Experience I      (1)**  
Off campus supervised clinical experiences administered in conjunction with clinical faculty in DSC affiliated health care institutions. Emphasis on experiences associated with laboratory administrative functions. Prerequisites: CLS 3310, 3320, 3330 and 3340.

**CLS 4450. Supervised Clinical Experience II      (1)**  
Off campus supervised clinical experiences administered in conjunction with clinical faculty in DSC affiliated health care institutions. Emphasis on experiences associated with laboratory administrative functions. Prerequisites: CLS 3310, 3320, 3330 and 3340

**CLS 4800. Research Projects in Clinical Laboratory Sciences      (1-3)**  
This course involves an original research project of the student's design in an area relevant to the clinical laboratory sciences. Students will prepare a grant application for funding and will write an IRB (Institutional Review Board) application. After completing the research project, the students will present their findings in a poster and oral format at a symposium and -a state CLS conference. Prerequisites: CLS 3310, CLS 3320, CLS 3330, and CLS 3340.

## APPENDIX B

### Program Schedule for the MT Degree

#### Tier I

#### *(MLT Program)*

| Course Number              | Title                                                | Credit Hours |
|----------------------------|------------------------------------------------------|--------------|
| <b>Cohort Semester I</b>   |                                                      |              |
| CHEM 1210/1215             | Principles of Chemistry I                            | 5            |
| CLS 1110/1115              | Introduction to Clinical Laboratory Science/Lab      | 4            |
| BIOL 1610/1615             | Principles of Biology/Lab                            | 5            |
| MATH 1050                  | College Alg/Pre-Calculus                             | 4            |
|                            | TOTAL CREDITS                                        | 18           |
| <b>Cohort Semester II</b>  |                                                      |              |
| CHEM 1220/1225             | Principles of Chemistry II                           | 5            |
| CLS 1120/1125              | Principles of Clinical Hematology and Hemostasis/Lab | 5            |
| BIOL 2420/2425             | Human Physiology/Lab                                 | 4            |
| ENGL 1010                  | Introduction to Writing                              | 3            |
| LIB 1010                   | Information Literacy                                 | 1            |
|                            | TOTAL CREDITS                                        | 18           |
| <b>Cohort Semester III</b> |                                                      |              |
| CLS 2210/2215              | Principles of Clinical Chemistry I                   | 5            |
| CLS 2310/2315              | Principles of Clinical Microbiology I                | 4            |
| BIOL 2060/2065             | Introduction to Microbiology/Lab                     | 4            |
| ENGL 2010                  | Intermediate Writing                                 | 1            |
|                            | TOTAL CREDITS                                        | 17           |
| <b>Cohort Semester IV</b>  |                                                      |              |
| CLS 2410/2415              | Principles of Clinical Chemistry II                  | 5            |
| CLS 2510/2515              | Principles of Clinical Microbiology II               | 4            |
| CLS 2610/2615              | Principles of Clinical Immunohematology              | 4            |
| CLS 2715                   | Supervised Clinical Experience I                     | 1            |
| CLS 2815                   | Supervised Clinical Experience II                    | 1            |
| COMM 2110                  | Interpersonal Communication                          | 3            |
|                            | TOTAL CREDITS                                        | 18           |
| <b>TIER I</b>              | <b>TOTAL TIER CREDITS</b>                            | <b>71</b>    |



| <b>Tier II</b>              |                                             |                     |
|-----------------------------|---------------------------------------------|---------------------|
| <b>Course Number</b>        | <b>Title</b>                                | <b>Credit Hours</b> |
| <b>Cohort Semester V</b>    |                                             |                     |
| CLS 3300                    | Advanced Clinical Lab-- Practices I         | 4                   |
| BIOL 2030                   | Principles of Genetics                      | 4                   |
| PHYS 2010                   | College Physics I                           | 4                   |
| PHYS 2015                   | College Physics I Lab                       | 1                   |
| CHEM 2310                   | Organic Chemistry I                         | 4                   |
| CHEM 2315                   | Organic Chemistry I Lab                     | 1                   |
|                             | <b>TOTAL CREDITS</b>                        | <b>18</b>           |
| <b>Cohort Semester VI</b>   |                                             |                     |
| PHYS 2020                   | College Physics II                          | 4                   |
| PHYS 2025                   | College Physics II Lab                      | 1                   |
| HU/CA/SS                    | General Education                           | 3                   |
| HU/CA/SS                    | General Education                           | 3                   |
| American Institutions       | General Education                           | 3                   |
| CHEM 2320                   | Organic Chemistry II                        | 4                   |
| CHEM 2325                   | Organic Chemistry II Lab                    | 1                   |
|                             | <b>TOTAL CREDITS</b>                        | <b>19</b>           |
| <b>Cohort Semester VII</b>  |                                             |                     |
| CLS 3310                    | Advanced Clinical Immunohematology          | 3                   |
| CLS 3320                    | Advanced Clinical Hematology and Hemostasis | 4                   |
| CLS 4435                    | Supervised Clinical Experience I            | 1                   |
| BIOL 3470                   | Intro to Immunology                         | 3                   |
| BIOL 4230                   | General Parasitology                        | 3                   |
| BIOL 4235                   | General Parasitology Lab                    | 1                   |
| HU/CA/SS                    | General Education                           | 3                   |
|                             | <b>TOTAL CREDITS</b>                        | <b>18</b>           |
| <b>Cohort Semester VIII</b> |                                             |                     |
| CLS 3330                    | Advanced Clinical Chemistry                 | 3                   |
| CLS 3340                    | Advanced Clinical Microbiology              | 3                   |
| CLS 4410                    | Clinical Correlation                        | 1                   |
| CLS 4450                    | Supervised Clinical Experience II           | 1                   |
| BIOL 3450                   | Medical Microbiology                        | 4                   |
| BIOL 3455                   | Medical Micro Lab                           | 1                   |
| CLS 4800                    | Research Projects in CLS                    | 1                   |
|                             | <b>TOTAL CREDITS</b>                        | <b>14</b>           |
| <b>TIER II</b>              | <b>TOTAL TIER CREDITS</b>                   | <b>69</b>           |
|                             | <b>TOTAL DEGREE CREDIT HOURS</b>            | <b>140</b>          |

## APPENDIX C

### Faculty

At this writing, specific full time and adjunct MT faculty have not been identified. As previously mentioned however, the community has a rich supply of physicians and clinical science professionals who are a potential source for adjunct instruction in the MT program. The following is a list of current faculty at DSC who will be able to support the general education requirements of the MT program:

Diane Albertini, MA, Associate Professor English  
Patti Allen, MA, DVM, Professor of Life Sciences  
Brad Barry, PhD, Professor of English  
Sarah Black, MS, Associate Professor of Chemistry  
Terre Burton, MA, Associate Professor of English and Humanities  
Timothy Bywater, PhD, Professor of English  
AmiJo Comeford, PhD, Assistant Professor of English  
Robert Cowan, PhD, Assistant Professor of Chemistry  
Ross Decker, MA, Associate Professor of Mathematics  
David Feller, PhD, Professor of Chemistry  
Kristin Hunt, PhD, Assistant Professor of Communication  
David Jones, MS, Assistant Professor of Biology  
Linda Jones, MA, MLS, Assistant Librarian  
Thomas McNeilis, MS, DO, Assistant Professor of Biology  
Bonnie Percival, MA, MLS, Associate Librarian  
Steven Sullivan, MS, Associate Professor of Physics  
Donald Warner, PhD, Assistant Professor of Biology  
Eric Young, MEd, Assistant Professor of Communication

## APPENDIX D

### Course Comparison between Weber State and Dixie State MT Programs

#### Weber State Program

#### Dixie State Program

| Course Number               | Course Name                                      | Credit | Course Number      | Course Name                                          | Credit |
|-----------------------------|--------------------------------------------------|--------|--------------------|------------------------------------------------------|--------|
| <b>TIER I Freshman Fall</b> |                                                  |        | <b>MLT Program</b> |                                                      |        |
| CHEM PS/SI 1110             | Elementary Chemistry                             | 5      | CHEM 1210          | Principles of Chemistry I                            | 4      |
|                             |                                                  |        | CHEM 1215          | Principles of Chemistry I Lab                        | 1      |
| CLS 1113/1113L              | Introduction to Clinical Laboratory Practice     | 4      | CLS 1110           | Introduction to Clinical Laboratory Practice         | 3      |
|                             |                                                  |        | CLS 1115           | Intro to Clinical Lab Practice Lab                   | 1      |
| HTHSCI 1110                 | Biomedical Core                                  | 4      | BIOL 2320          | Human Anatomy                                        | 4      |
|                             |                                                  |        | BIOL 2325          | Human Anatomy Lab                                    | 1      |
| Gen Ed                      | Gen Ed                                           | 3      | MATH 1050          | Coll Alg/Pre-Calculus                                | 4      |
|                             | Total Hours                                      | 16     |                    | Total Hours                                          | 18     |
| <b>Freshman Spring</b>      |                                                  |        |                    |                                                      |        |
| CHEM 1120                   | Elementary Organic/Biochemistry                  | 5      | CHEM 1220          | Principles of Chemistry I                            | 4      |
|                             |                                                  |        | CHEM 1225          | Principles of Chemistry I Lab                        | 1      |
| CLS 1123/1123L              | Principles of Clinical Hematology and Hemostasis | 5      | CLS 1120           | Principles of Clinical Hematology and Hemostasis     | 4      |
|                             |                                                  |        | CLS 1125           | Principles of Clinical Hematology and Hemostasis Lab | 1      |
| HTHSCI 1111                 | Biomedical Core                                  | 4      | BIOL 2420          | Human Physiology                                     | 3      |
|                             |                                                  |        | BIOL 2425          | Human Physiology Lab                                 | 1      |
| Gen Ed                      | General Education                                | 3      | Gen Ed             | General Education                                    | 3      |
|                             | Total Hours                                      | 17     |                    | Total Hours                                          | 17     |

**Weber State Program**

**Dixie State Program**

| Sophomore Fall                                                           |                                           |    |                             |                                            |    |
|--------------------------------------------------------------------------|-------------------------------------------|----|-----------------------------|--------------------------------------------|----|
| CLS 2211/2211L                                                           | Principles of Clinical Chemistry I        | 5  | CLS 2210                    | Principles of Clinical Chemistry I         | 4  |
|                                                                          |                                           |    | CLS 2215                    | Principles of Clinical Chemistry I Lab     | 1  |
| CLS 2212/2212L                                                           | Principles of Clinical Microbiology I     | 4  | CLS 2310                    | Principles of Clinical Microbiology I      | 3  |
|                                                                          |                                           |    | CLS 2315                    | Principles of Clinical Microbiology I Lab  | 1  |
| CLS 1154                                                                 | Supervised Clinical Experience First Year | 1  | CLS 1155                    | Supervised Clinical Experience             | 1  |
| MICR 1113                                                                | Principles of Microbiology                | 3  | BIOL 2060                   | Introduction to Microbiology               | 3  |
|                                                                          |                                           |    | BIOL 2065                   | Introduction to Microbiology Lab           | 1  |
| ENGL 1010                                                                | Introduction to Writing                   | 3  | ENGL 1010                   | Introduction to Writing                    | 1  |
| Gen Ed                                                                   | General Education                         | 3  | Gen Ed                      | General Education                          | 3  |
|                                                                          | Total Hours                               | 19 |                             | Total Hours                                | 18 |
| Sophomore Spring                                                         |                                           |    |                             |                                            |    |
| CLS 2213/2223L                                                           | Principles of Clinical Chemistry II       | 5  | CLS 2410                    | Principles of Clinical Chemistry II        | 4  |
|                                                                          |                                           |    | CLS 2415                    | Principles of Clinical Chemistry II Lab    | 1  |
| CLS 2214/2214L                                                           | Principles of Clinical Microbiology II    | 4  | CLS 2510                    | Principles of Clinical Microbiology II     | 3  |
|                                                                          |                                           |    | CLS 2515                    | Principles of Clinical Microbiology II Lab | 1  |
| CLS 2215/2215L                                                           | Principles of Clinical Immunohematology   | 4  | CLS 2610                    | Principles of Clinical Immunohematology    | 3  |
|                                                                          |                                           |    | CLS 2615                    | Principles of Clinical Immunohematology    | 1  |
| CLS 2256                                                                 | Supervised Clinical Experience            | 1  | CLS 2715                    | Supervised Clinical Experience             | 1  |
| CLS 2257                                                                 | Supervised Clinical Experience            | 1  | CLS 2815                    | Supervised Clinical Experience             | 1  |
| ENGL 2010                                                                | Intermediate Writing                      | 3  | ENGL 2010                   | Intermediate Writing                       | 3  |
|                                                                          | Total Hours                               | 18 |                             | Total Hours                                | 18 |
| Total Program Credit. Hours                                              |                                           | 70 | Total Program Credit. Hours |                                            | 71 |
| Completion of Tier I – Associate of Applied Science Degree-- MLT Program |                                           |    |                             |                                            |    |

Weber State Program

Dixie State Program

| TIER II                |                                      |       | Junior Year Fall      |                                   |    | MT Program |  |  |
|------------------------|--------------------------------------|-------|-----------------------|-----------------------------------|----|------------|--|--|
| CLS 3302/3302L         | Advanced Clinical Lab Practices I    | 4     | CLS 3300              | Advanced Clinical Lab Practices I | 4  |            |  |  |
| ZOOL 3300              | Genetics                             | 4     | BIOL 2030             | Principles of Genetics            | 4  |            |  |  |
| PHYS PS/SI 2010        | College Physics I                    | 5     | PHYS 2010             | College Physics I                 | 4  |            |  |  |
|                        |                                      |       | PHYS 2015             | College Physics I Lab             | 1  |            |  |  |
| CHEM 2310              | Organic Chemistry                    | 5     | CHEM 2310             | Organic Chemistry I               | 4  |            |  |  |
|                        |                                      |       | CHEM 2315             | Organic Chemistry I Lab           | 1  |            |  |  |
|                        | Total Hours                          | 18    |                       | Total Hours                       | 18 |            |  |  |
| Junior Year Spring     |                                      |       |                       |                                   |    |            |  |  |
| PHYS SI2020            | College Physics II                   | 5     | PHYS 2020             | College Physics II                | 4  |            |  |  |
|                        |                                      |       | PHYS 2025             | College Physics II Lab            | 1  |            |  |  |
| HU/CA/SS               | General Education                    | 3     | HU/CA/SS              | General Education                 | 3  |            |  |  |
| HU/CA/SS               | General Education                    | 3     | HU/CA/SS              | General Education                 | 3  |            |  |  |
| American Institutions  | General Education                    | 3     | American Institutions | General Education                 | 3  |            |  |  |
| CHEM 2320 or CHEM 3070 | Organic Chemistry II or Biochemistry | 5/4   | CHEM 2320             | Organic Chemistry II              | 4  |            |  |  |
|                        |                                      |       | CHEM 2325             | Organic Chemistry II Lab          | 1  |            |  |  |
|                        | Total Hours                          | 18/19 |                       | Total Hours                       | 19 |            |  |  |

**Weber State Program**
**Dixie State Program**

| Senior Year Fall                                                     |                                             |         |                            |                                             |     |
|----------------------------------------------------------------------|---------------------------------------------|---------|----------------------------|---------------------------------------------|-----|
| CLS 3311                                                             | Advanced Clinical Immunohematology          | 3       | CLS 3310                   | Advanced Clinical Immunohematology          | 3   |
| CLS 3313                                                             | Advanced Clinical Hematology and Hemostasis | 4       | CLS 3320                   | Advanced Clinical Hematology and Hemostasis | 4   |
| CLS 4453                                                             | Supervised Clinical Experience I            | 1       | CLS 4435                   | Supervised Clinical Experience I            | 1   |
| MICR 3254                                                            | Immunology                                  | 5       | BIOL 3470                  | Introduction to Immunology                  | 3   |
|                                                                      |                                             |         | BIOL 4230                  | General Parasitology                        | 3   |
|                                                                      |                                             |         | BIOL 4235                  | General Parasitology Lab                    | 1   |
| HU/CA/SS                                                             | General Education                           | 3       | HU/CA/SS                   | General Education                           | 3   |
|                                                                      | Total Hours                                 | 16      |                            | Total Hours                                 | 18  |
| Senior Year Spring                                                   |                                             |         |                            |                                             |     |
| CLS SI3314                                                           | Advanced Clinical Chemistry                 | 3       | CLS 3330                   | Advanced Clinical Chemistry                 | 3   |
| CLS 3316                                                             | Advanced Clinical Microbiology              | 3       | CLS 3340                   | Advanced Clinical Microbiology              | 3   |
| CLS 4409                                                             | Clinical Correlation                        | 1       | CLS 4410                   | Clinical Correlation                        | 1   |
| CLS 4454                                                             | Supervised Clinical Experience II           | 1       | CLS 4450                   | Supervised Clinical Experience II           | 1   |
| MICR 3305                                                            | Medical Microbiology                        | 5       | BIOL 3450                  | Medical Microbiology                        | 4   |
|                                                                      |                                             |         | BIOL 3455                  | Medical Micro Lab                           | 1   |
| CLS 4801                                                             | Research Projects in CLS                    | 1       | CLS 4800                   | Research Projects in CLS                    | 1   |
|                                                                      | Total Hours                                 | 14      |                            | Total Hours                                 | 14  |
| Total Tier II Credit Hours                                           |                                             | 67/68   | Total Tier II Credit Hours |                                             | 69  |
| Total Program Credit Hours                                           |                                             | 137/138 | Total Program Credit Hours |                                             | 140 |
| Completion of Tier II – Baccalaureate of Science Degree-- MT Program |                                             |         |                            |                                             |     |

March 25, 2010

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 January 15, 2010 at Salt Lake Community College in Salt Lake City, Utah
- B. Grant Proposals
  - 1. University of Utah – National Science Foundation; “Modernizing Compilation”; \$1,869,287. John Regehr, Principal Investigator.
  - 2. University of Utah – National Science Foundation; “Plant Disease Epidemiology”; \$1,528,881. James R. Stoll II, Principal Investigator
  - 3. University of Utah – Research Partnership to Secure Energy; “Piceance Basin Tight Sands”; \$1,156,739. Lauren P. Birgenheier, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “3-Methylindole Lung Injury”; \$2,869,664. Garold S. Yost, Principal Investigator.
  - 5. University of Utah – National Institutes of Health; “Scaffold FBR”; \$1,511,363. David W. Grainger, Principal Investigator.
  - 6. University of Utah – National Science Foundation; “Collab: Transmission/Cost Hanta”; \$1,371,760. Maria-Denise Dearing, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Cancer Institute; “Cancer-Associated Venothrombos”; \$3,737,284. Kathryn Morton, Principal Investigator.
  - 8. University of Utah – National Institutes of Health/National Cancer Intitute; “Seer”; \$13,592,018. Antoinette Stroup, Principal Investigator.

9. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “Osteoporosis”; \$3,115,639. Steven C. Hunt, Principal Investigator.
10. University of Utah – U.S. Department of Defense; “Preventing Biofilm Infection”; \$2,769,551. Roy D. Bloebaum, Principal Investigator.
11. University of Utah – Synteract Inc; “Reversible Contraception”; \$2,743,709. David Turok, Principal Investigator.
12. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Development of Oral Chelators”; \$2,083,293. Scott C. Miller, Principal Investigator.
13. University of Utah – Foundation Fighting Blindness; “Study of Retinal Degeneration”; \$1,860,000. Wolfgang Baehr, Principal Investigator.
14. University of Utah – U.S. Department of Defense; “Keratin Coating - OI Implants”; \$1,128,747. Roy D. Bloebaum, Principal Investigator.
15. University of Utah – Eastern Virginia Medical School; “Detection Intrauterine Growth”; \$1,053,192. Michael W. Varner, Principal Investigator.
16. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “RC4 Infrastructure Research”; \$1,000,000. Carrie L. Byington, Principal Investigator.
17. University of Utah – National Institutes of Health; “ARRA Sustainable Community CER”; \$1,000,000. Lucy Ann Savitz, Principal Investigator.
18. University of Utah – National Institutes of Health; “ARRA Sustainable Community MHI”; \$1,000,000. Lucy Ann Savitz, Principal Investigator.
19. University of Utah – National Science Foundation; “Automatic Mesh Generation”; \$2,710,225. Valerio Pascucci, Principal Investigator.
20. University of Utah – National Institutes of Health/National Cancer Institute; “Utah CNTC”; \$2,160,000. David W. Grainger, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Military Family Strengthening”; \$2,950,628. Karol Kumpfer, Principal Investigator.



22. University of Utah – Agency for Health Care Research & Quality; “Acute Low Back Pain Study”; \$1,716,017. Julie Mae Fritz, Principal Investigator.
23. University of Utah – National Institutes of Health; “Biobehavioral Research”; \$13,259,859. Susan L. Beck, Principal Investigator.
24. University of Utah – U.S. Department of Health & Human Services; “Intensive Informatics Education”; \$2,318,063. Mollie Rebecca Poynton, Principal Investigator.
25. University of Utah – Utah Department of Health; “Medicaid Subaward - CHIC”; \$10,427,878. Ernest Charles Norlin, Principal Investigator.
26. University of Utah – American Academy of Family Physicians; “Dartnet 2”; \$5,353,345. Julio Facelli, Principal Investigator.
27. University of Utah – National Institutes of Health/National Cancer Institute; “Genetics of Pancreatic Cancer”; \$3,654,096. Lisa Anne Albright, Principal Investigator.
28. University of Utah – Agency for Health Care Research & Quality; “K-12 Mentored Scholars Program”; \$3,104,420. Carrie L. Byington, Principal Investigator.
29. University of Utah – National Institutes of Health; “T32 in Cardiovascular Research”; \$2,675,435. Dean Y. Li, Principal Investigator.
30. University of Utah – National Institutes of Health; “Metabolite-Protein Interaction”; \$1,881,250. Jared P. Rutter, Principal Investigator.
31. University of Utah – National Institutes of Health; “Alveolar Formation”; \$1,872,500. Kurt H. Albertine, Principal Investigator.
32. University of Utah - National Institutes of Health; “Mitochondria for Heart Failure”; \$1,868,750. E. Abel, Principal Investigator.
33. University of Utah – National Institutes of Health; “Regulation of Iron Homeostasis”; \$1,868,750. Ivana DeDomenico, Principal Investigator.
34. University of Utah – Mount Sinai School of Medicine; “MPD Project 1”; \$1,681,875. Josef Tomas Prchal, Principal Investigator.
35. University of Utah – National Institutes of Health; “Pulmonary Training Program”; \$1,426,850. Robert Paine III, Principal Investigator.

36. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; “Nanomaterial Toxicity”; \$5,588,358. Garold S. Yost, Principal Investigator.
37. University of Utah – National Institutes of Health; “Image-Guided Nanochemotherapy”; \$3,525,146. Natalya Rapoport, Principal Investigator.
38. University of Utah – Orthocare Innovations LLC; “BRP for Optical Stimulation”; \$3,052,173. Gregory Clark, Principal Investigator.
39. University of Utah – National Institutes of Health/National Institutes of Biomedical Imaging and Bioengineering; “Macromolecular Therapeutics”; \$1,868,750. Jindrich Kopecek, Principal Investigator.
40. University of Utah – Sparta Inc; “Xppedit”; \$1,691,015. Richard Riesenfeld, Principal Investigator.
41. University of Utah – U.S. Department of Energy; “Neutronics in Process Simulation”; \$1,028,822. Terry Ring, Principal Investigator.
42. University of Utah – National Multiple Sclerosis Society; “Ion Channel Gene Expression”; \$1,476,196. Andrea White, Principal Investigator.
43. University of Utah – Agency for Health Care Research & Quality; “Improving Fall Prediction”; \$2,362,816. Janice M. Morse, Principal Investigator.
44. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “HCV RNA Therapeutics”; \$2,691,645. Darrell R. Davis, Principal Investigator.
45. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Neuropeptides Psychostimulants”; \$1,818,375. Glen R. Hanson, Principal Investigator.
46. University of Utah – National Institutes of Health; “Multifunctional Nanoparticles”; \$1,900,125. Ilya Zharov, Principal Investigator.
47. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Attitude Familiarity”; \$1,316,875. David Sanbonmatsu, Principal Investigator.
48. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; “Emotion Regulation and Narrative”; \$1,122,750. Monisha Pasupathi, PI.

49. University of Utah – National Institutes of Health; “Cardiovascular Maintenance”; \$1,881,250. Kathleen A. Clark, Principal Investigator.
50. University of Utah – National Institutes of Health; “Homeostasis of Smooth Muscle”; \$1,881,250. Masaaki Yoshigi, Principal Investigator.
51. University of Utah – National Institutes of Health; “Weight Management and Back Pain”; \$3,388,041. Akiko Okifuji Hare, Principal Investigator.
52. University of Utah – National Institutes of Health; “Risk of Chronic Pain”; \$3,054,553. C. Richard Chapman, Principal Investigator.
53. University of Utah – National Institutes of Health; “MRI of the Inner/Middle Ear”; \$2,268,325. Dennis L. Parker, Principal Investigator.
54. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “PPARG and Hypertension”; \$2,110,943. Tianxin Yang, Principal Investigator.
55. University of Utah – Center for Disease Control & Prevention; “Enhancing ADDM”; \$2,109,160. Judith P. Zimmerman, Principal Investigator.
56. University of Utah – National Institutes of Health/National Institutes of Biomedical Imaging and Bioengineering; “Gibbs-Artifact-Free Images”; \$1,881,250. Gensheng Lawrence Zeng, Principal Investigator.
57. University of Utah – National Institutes of Health/National Institute on Aging; “MTDNA and Exceptional Longevity”; \$1,871,250. Richard M. Cawthorn, Principal Investigator.
58. University of Utah – National Institutes of Health/National Eye Institute; “Role of Neuropilin-1 in Cornea”; \$1,870,000. Balamurali Krishna Ambati, Principal Investigator.
59. University of Utah – National Institutes of Health; “MDSCS and immune Senescence”; \$1,868,750. Raymond A. Daynes, Principal Investigator.
60. University of Utah – National Institutes of Health; “RBP4-Receptor VIT A Transport”; \$1,868,750. Timothy Eugene Graham, Principal Investigator.
61. University of Utah – National Institutes of Health; “Phenylketonuria and PAH Mutation”; \$1,868,750. Steve Dobrowolski, Principal Investigator.

62. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “Chronic Kidney Disease Cohorts”; \$1,780,437. Tom H. Greene, Principal Investigator.
63. University of Utah – National Institutes of Health/National Eye Institute; “HSPGS in Axon Sorting”; \$1,693,125. Chi-Bin Chien, Principal Investigator.
64. University of Utah – National Institutes of Health; “MRI for Detection of Breast Cancer”; \$1,677,914. Glen Morrell, Principal Investigator.
65. University of Utah – University of Medicine and Dentistry of New Jersey; “Newborn Telomere”; \$1,616,311. Steven C. Hunt, Principal Investigator.
66. University of Utah – University of Colorado at Denver; “Saftinet”; \$1,552,826. Julio Facelli, Principal Investigator.
67. University of Utah – National Institutes of Health; “Therapeutic Platform”; \$1,505,000. Xuli Wang, Principal Investigator.
68. University of Utah – National Institutes of Health; “Gene Expression Biomarkers”; \$1,496,250. Kathleen C. Light, Principal Investigator.
69. University of Utah – Primary Children’s Medical Center Foundation; “HCRN”; \$1,200,000. John R. W. Kestle, Principal Investigator.
70. University of Utah – National Institutes of Health; “Gene Expression Biomarkers”; \$1,119,760. Alan R. Light, Principal Investigator.
71. University of Utah – National Institutes of Health/National Cancer Institute; “Utah CCNE”; \$16,000,000. Hamidrezas Ghandehari, Principal Investigator.
72. University of Utah – National Institutes of Health; “GMR-POC Diagnostics”; \$14,743,561. Marc D. Porter, Principal Investigator.
73. University of Utah – National Science Foundation; “CDI-Type II”; \$2,152,195. Ross Whitaker, Principal Investigator.
74. University of Utah – National Institutes of Health; “Engineering C. Elegans Genome”; \$1,053,500. Erik Jorgensen, PI.
75. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$3,000,000. Scott A. Anderson, Program Manager.

76. Utah State University – Naval Air Systems Command; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$4,163,925. Lance D. Fife, Program Manager.
77. Utah State University – Metatech Corporation; “Responsive Space Technologies”; \$1,499,690. John Patrick Santacroce, Program Manager.
78. Utah State University – Metatech Corporation; “SaTAC Follow-on”; \$2,589,018. John Patrick Santacroce, Program Manager.
79. Utah State University – University of Utah; “Utah EPSCor RII Track01: Interactions Among Water, Energy and the Atmosphere”; \$7,141,816. Christine E. Hailey, Principal Investigator.
80. Utah State University – National Science Foundation; “Bridging Pedagogy and Identity for Mathematical Understanding and Inclusion with an Engaging Virtual”; \$2,036,783. Kim Yanghee, Principal Investigator.
81. Utah State University – National Science Foundation; “Cyber-enabled Learning: Digital Natives in Integrated Scientific Inquiry Classrooms”; \$2,489,333. David T. Campbell, Principal Investigator.
82. Utah State University – Virginia Tech Polytechnic Institute and State University; “Leveraging Conservation Agriculture to Enhance Cambodia and Laos Higher Education-Research-Outreach Capacity, Climate-Change Resilience, and Rural Farming Household Well Being”; \$1,546,518. Roger K. Kjellgren, Principal Investigator; Claudia A. Radel, Helga Van Miegroet, Gary P. Merkley, David Jay yHole, and Zhao Ma, Co-Principal Investigators.
83. Utah State University – International Continental Scientific Drilling Program; “HOTSPOT: The Snake River Scientific Drilling Project”; \$1,543,589. John W. Shervais, Principal Investigator.
84. Utah State University – University of Utah; “National Space Grant College & Fellowship Program (Space Grant) 2010-2014”; \$1,875,531. Doran J. Baker, Principal Investigator.
85. Utah State University – Missile Defense Agency; “PTSS Definition Study”; \$2,717,888. Lorin J. Zollinger, Program Manager.
86. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$1,538,472. Douglas L. Jewell and Kirk D. Larsen, Program Managers.

87. Utah State University – Air Force Space and Missiles Command; “Task Order 3: Continued Test and Calibration Effort for the Commercially Hosted Infra-red Program”; \$2,292,711. Dean Wada, Program Manager.
88. Utah State University - National Institutes of Health; “Dietary Phytochemicals, Intestinal Microbiota and Energy Balance”; \$1,424,920. Michael LeFevre, Principal Investigator; Robert E. Ward, Co-Principal Investigator.
89. Utah State University – National Institutes of Health; “Interaction Between Dietary N6- and Long-chain N3-Fatty Acid Intakes in Humans”; \$1,854,451. Michael LeFevre, Principal Investigator; Korry J. Hintze and Robert E. Ward, CO-Principal Investigators.
90. Utah State University – National Science Foundation; “Energy, Water and Air Engineering Design Challenges in Cache County, Utah”; \$1,199,982. Christine E. Hailey, Principal Investigator; Byard D. Wood, Douglas L. Holton, Daniel L. Householder and John Hansen, CO-Principal Investigators.
91. Utah State University – National Science Foundation; “Strategies with Bodies in Motion: Using Human Activities to Enhance Student Interest in Physics”; \$1,172,164. Eric Packenham, Gerald Smith and Shane L. Larson, Principal Investigators; Brian Belland, David T. Campbell, Eadric Bressel, James T. Dorward and Victor Lee, Co-Principal Investigators.
92. Utah State University – National Institute of Food and Agriculture (NIFA); “Improved Organic Milk”; \$1,019,411. Jennifer W. MacAdam, Principal Investigator; Allen J. Young, Jennifer Reeve and Jong-Su Eun, CO-Principal Investigators.
93. Utah State University – University of Utah; “Nanosatellite Constellations for Space Science Applications”; \$1,018,978. Jacob H. Gunther, Principal Investigator; Charles M. Swenson, Reyhan Baktur and Todd K. Moon, CO-Principal Investigators.
94. Utah State University – National Science Foundation; “Collaborative Development of Integrated Technology Lessons for Statistics (ITLS)”; \$1,432,447. Kady Schneider, Principal Investigator; Brynja Kohler, Co-Principal Investigator.
95. Utah State University – Department of Education; “School Counseling Coalition”; \$1,162,403. Clint Farmer, Principal Investigator.
96. Utah State University – Maternal and Child Health Bureau; “National Technical Resource Center for Newborn Hearing Screening and Intervention”; \$9,500,000. Karl R. White, Principal Investigator; Karen Munoz and William D. Eiserman, CO-Principal Investigators.

C. Awards

1. University of Utah – U.S. Department of Energy/National Energy Technology Laboratory; "Site Char GEO Formations CO2"; \$3,796,050. Brian James McPherson, Principal Investigator.
2. University of Utah – Abraxis Bioscience; "Abraxis CA046 (Pancreas)"; \$1,727,287. Kimberly Anne Jones, Principal Investigator.
3. University of Utah – U.S. Department of Energy/Lawrence Livermore National Laboratory; "Center for Simulation of Accidental Fires & Explosions"; \$1,125,000. David W. Pershing, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "CPCCRN"; \$3,126,716. J. Michael Dean, Principal Investigator.
5. Utah State University; Utah Department of Workforce Services; "Food \$ense Nutrition Education Program FY2010"; \$1,309,792.

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William A. Sederburg, Commissioner

WAS:jc  
Attachment

STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, REDWOOD CAMPUS  
JANUARY 15, 2010

Contents of Minutes

|                                                                                                                                                                 |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Roll .....                                                                                                                                                      | 1   |
| Report of the Commissioner .....                                                                                                                                | 3   |
| Early College High Schools .....                                                                                                                                | 4   |
| General Consent Calendar .....                                                                                                                                  | 6   |
| Committee Reports                                                                                                                                               |     |
| <u>Academic, CTE and Student Success (Programs) Committee</u>                                                                                                   |     |
| University of Utah – Doctor of Occupational Therapy Degree .....                                                                                                | 7   |
| Utah State University – Associate of Pre-Engineering Degree .....                                                                                               | 7   |
| Dixie State College – Associate of Applied Science Degree in Clinical Laboratory Science .....                                                                  | 7   |
| Dixie State College – Associate of Applied Science Degree in Operations Management .....                                                                        | 7   |
| Dixie State College – Bachelor of Arts/Bachelor of Science Degrees in Psychology .....                                                                          | 8   |
| Salt Lake Community College – Associate of Applied Science Degree in Energy Management .....                                                                    | 8   |
| Consent Calendar .....                                                                                                                                          | 8   |
| 1. University of Utah – The University of Utah Center at St. George                                                                                             |     |
| 2. Utah State University – Three-year Follow-up Reports                                                                                                         |     |
| A. Bachelor of Science in Biochemistry                                                                                                                          |     |
| B. Master of Science and Ph.D. Degrees in Human Dimensions of Ecosystem Science<br>And Management                                                               |     |
| 3. Dixie State College – Discontinuance of the Practical Nursing Certificate                                                                                    |     |
| Information Calendar .....                                                                                                                                      | 8/9 |
| 1. University of Utah                                                                                                                                           |     |
| A. Early Childhood Education Emphasis within the Human Development and Family<br>Studies Major in the Department of Family and Consumer Studies                 |     |
| B. Entertainment Arts and Engineering Emphasis in the Division of Film Studies                                                                                  |     |
| C. Financial Planning Emphasis within the Consumer and Community Studies<br>Major in the Department of Family and Consumer Studies                              |     |
| D. Name Change: Division of Film Studies to Department of Film and Media Arts                                                                                   |     |
| E. Name Change: Center for Integrated Design and Construction (CIDC) to<br>Integrated Technology in Architecture Center (I TAC)                                 |     |
| 2. Utah State University                                                                                                                                        |     |
| A. Name Change: Master of Science in Health, Physical Education and Recreation<br>to Master of Science in Health and Human Movement                             |     |
| B. Name Change: Bachelor of Science in Human Movement Sciences Degree<br>With Emphasis in Teaching to Emphasis in Physical Education Teaching                   |     |
| C. Restructuring of the College of Humanities, Arts and Social Sciences into the<br>College of Humanities and Social Sciences and the Caine College of the Arts |     |
| 3. Southern Utah University – Secondary Education/Creative Writing Emphasis B.A.                                                                                |     |



- Degree with English Composite Emphasis
- 4. Snow College – Program Review: Business
- 5. Dixie State College – Integrated Studies Baccalaureate, Emphasis in Operations Management

#### Finance, Facilities and Accountability Committee

|                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| Utah State University – Swaner EcoCenter Gift .....                                | 9  |
| Southern Utah University – Peer Institutions List .....                            | 9  |
| Snow College – Purchase of Ephraim Elementary School and Land .....                | 9  |
| Southern Utah University – Residential Property Purchase .....                     | 10 |
| USHE – Financial Ratios .....                                                      | 10 |
| USHE – Annual Contracts and Grants Report .....                                    | 10 |
| USHE – Report of Auxiliary Funds .....                                             | 10 |
| USHE – Annual Report of Institutional and System Bonded Indebtedness .....         | 10 |
| USHE – Update on Institutional Audit Reports to the Regents’ Audit Committee ..... | 10 |
| Efficiencies in Higher Education through the Use of Information Technology .....   | 10 |
| University of Utah – Hospital Revenue Bonds, Series 2009A&B .....                  | 11 |
| UHEAA Update – Student Loan Program .....                                          | 11 |

#### Community/Government Relations and Planning Committee

|                                             |    |
|---------------------------------------------|----|
| Preview of 2010 Legislative Session .....   | 11 |
| Roles and Authority Task Force Update ..... | 11 |
| Annual USHE Data Reports .....              | 11 |
| Outreach (Biennial) Report .....            | 11 |
| Participation Task Force – Update .....     | 11 |
| USED-IES-NCES-SLDS Grant Program .....      | 11 |
| USHE 2010 Master Plan Discussion .....      | 11 |

#### Resolutions

|                                  |    |
|----------------------------------|----|
| Charles W. Bullen (Memory) ..... | 11 |
|----------------------------------|----|

|                                      |       |
|--------------------------------------|-------|
| Dixie State College Presidency ..... | 11/12 |
|--------------------------------------|-------|

|                              |    |
|------------------------------|----|
| News from the Campuses ..... | 13 |
|------------------------------|----|

|                    |    |
|--------------------|----|
| Other Issues ..... | 13 |
|--------------------|----|

|                           |    |
|---------------------------|----|
| Report of the Chair ..... | 13 |
|---------------------------|----|

|                   |    |
|-------------------|----|
| Adjournment ..... | 14 |
|-------------------|----|

STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, REDWOOD CAMPUS  
JANUARY 15, 2010

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent L. Brown  
Rosanita Cespedes  
France A. Davis  
Katharine B. Garff  
Greg W. Haws  
Meghan Holbrook  
David J. Jordan  
Nolan E. Karras  
Jeffrey Kinsel  
Robert S. Marquardt  
Anthony W. Morgan  
Carol Murphy  
Jed H. Pitcher  
William H. Prows  
Teresa Theurer  
Marlon O. Snow  
John H. Zenger

Regents Excused

(None)

Office of the Commissioner

William H. Sederburg, Commissioner of Higher Education  
David Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Joseph Curtin, Director of Institutional Research and Analysis  
Stephanie Davis, Assistant Commissioner for Administrative Services  
David Feitz, Associate Commissioner and Executive Director, UHEAA  
Jeremiah Hansen, Legislative Intern  
Ralph Hardy, Assistant Commissioner for Facilities Management  
Spencer Jenkins, Assistant Commissioner for Public Affairs  
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access  
Cameron K. Martin, Associate Commissioner for Economic Development  
Paul C. Morris, Assistant Commissioner for Budget and Planning  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Greg Stauffer, Associate Commissioner for Finance and Facilities  
Joseph Watkins, Executive Director, Utah Student Association  
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  
Stephen H. Hess, Chief Information Officer  
Laura Snow, Special Assistant to the President/Secretary to the University  
Jeffrey West, Associate Vice President for Financial and Business Services

Utah State University

Stan L. Albrecht, President  
Kent Clark, Director of Principal Gifts  
David Cowley, Vice President for Business and Finance  
Sydney Peterson, Chief of Staff

Weber State University

Michael Vaughan, Provost  
Dr. Brad Mortensen, Vice President for Institutional Advancement

Southern Utah University

Michael T. Benson, President  
Bradley J. Cook, Provost

Snow College

Marvin Dodge, Vice President of Finance and Administrative Services

Dixie State College

Stephen D. Nadauld, President  
Donna Dillingham-Evans, Vice President of Academic Services  
Victor Hasfurther, Dean of Sciences and Health  
Donald Hinton, Dean of Arts and Letters

College of Eastern Utah

Mike King, Interim President  
Greg Benson, Interim Vice President for Academic Affairs

Utah Valley University

Val Peterson, Vice President for Administration and Legislative Affairs  
Mohammed El-Saidi, Associate Vice President for Academic Affairs  
Linda Makin, Executive Director, Budget and Planning

Salt Lake Community College

Cynthia A. Bioteau, President  
Dennis Klaus, Vice President of Business Services

Representatives of the Media

Kim Burgess, *The Herald-Journal*  
Wendy Leonard, *Deseret News*  
Brian Maffly, *Salt Lake Tribune*

Other Guests

David Asay, Utah Partnership for Education  
Clark Baron, Utah College of Arts and Sciences  
Mariah Brookman, Academy for Math, Engineering and Science/University of Utah  
Al Church, Academy for Math, Engineering and Science  
Annette Herman Harder, Swaner EcoCenter  
Stephen Jolley, Itineris Early College High School  
Christine Kearn, State Education Director  
Juan Nuñez, Itineris Early College High School/University of Utah  
Matthew Palfreyman, Utah Student Association  
Spencer Pratt, Office of the Legislative Fiscal Analyst  
Jason Stanger, InTech Collegiate  
Anna Treviño, Utah College of Arts and Sciences  
Julia S. Ventura, Utah College of Arts and Sciences  
Jeff Williams, PSC

Following a breakfast meeting with the Salt Lake Community College Board of Trustees, the Board of Regents met in executive (closed) session to discuss the reports of the Resource and Review teams. The Board committees met after lunch. Chair Pitcher called to order the Committee of the Whole at 2:30 p.m. He excused Regent Atkin, who was out of town, and Regent Davis, who had to leave after the committee meetings. Chair Pitcher welcomed everyone to Salt Lake Community College.

Regent Holbrook referred to the February 2010 issue of Salt Lake magazine, which included Pastor France Davis in the listing of Utah's most influential people during the past 20 years. She led the Board in congratulating Regent Davis.

Report of the Commissioner

Commissioner Sederburg thanked President Bioteau and her staff for their gracious hospitality. He discussed economic development and the correlation between educational attainment and income. Utah continues to lag behind most other states and the national average. At the request of Chair Pitcher, the Commissioner explained how institutional core missions relate to the budget environment and their implications for the economy and workforce. Job-specific training is provided primarily by the community colleges and UCAT campuses, but Utah State University, Weber State University and Utah Valley University also offer programs in Career and Technology Education. All of the USHE institutions provide training in workforce development.

Utah's colleges and universities also provide opportunities for business leadership and entrepreneurial education. Applied research is done to some extent at most institutions, but primarily the graduate institutions, and basic research is a strong component of our research universities and USTAR.

The USHE colleges and universities have absorbed 24,000 new students during the latest recession, while holding down tuition as much as possible. Yet for each student, institutions receive approximately \$1300 less in state appropriations now than in 2008. Utah spends the fewest dollars (per four-year students) in the nation. Utah is efficient and has done an outstanding job in articulation and transferability of credits. A straw poll of institutional student service directors revealed that the average departmental budget had been cut by 10 percent in the current fiscal year and 33 positions had been eliminated. At the same time, more than 79,000 students had applied to USHE schools since 2007-2008. UHEAA has disbursed \$36 million in financial aid since 2004-2005 and granted 96,000 loans between July and December 2009. UHEAA has the lowest default rate in the nation.

In short, higher education has reached the tipping point. All of the budget cuts have consequences. Higher education supports the Governor's budget proposal, which would restore the latest cut to the institutions and replace this year's \$61 million cut with one-time funds. The Commissioner thanked the presidents for doing an outstanding job in responding to the budget cuts at a time of record enrollment increases. He asked some of the presidents to relate how the cuts had affected their respective campuses and to talk about how mission plays into the overall strategy of developing institutions.

Early College High Schools. Christine Kearn, the Governor's Education Director, told the Regents that Governor Herbert greatly appreciates the Board's support for his budget recommendation. Ms. Kearn said the early college high school was started when a representative of the Gates Foundation was visiting former Governor Michael O. Leavitt. That was at the same time as the 9/11 tragedy, so the group could not fly out of Salt Lake as originally intended. During their extended stay, they brainstormed about what could be done to spur the economy and education. The Utah Partnership was given the responsibility to start the early college high schools. David Asay, one of the business partners and past chair of the Utah Partnership, accepted this responsibility. Soon after that meeting, business leaders were called to the Governor's Office to work with educational institutions in involving business with education. Their mission was to bring to pass an early college high school in Utah. Business leaders were partnered with education to provide opportunities in the areas most needed for an educated workforce.

The following institutions have been created as early college high schools: Itineris ECHS and AMES (Academy for Math, Engineering and Science) in Salt Lake City; NUAMES (Northern Utah Academy of Math, Engineering and Science) in Ogden, Weber and Davis Counties; the SUCCESS Academy (Southern Utah Center for Computer, Engineering and Science Students) in Cedar City and St George; UCAS (Utah County Academy of Science) in Orem; and InTech Collegiate High School in Logan. These six schools regionally represent most of the state. Between them, they have a total enrollment of 1900 students, which is the equivalent of one high school. They represent 1.67 percent of all high school students in Utah and 48 percent of students in charter schools. Ms. Kearn thanked the higher education partners, without whom none of this would have been possible.

Ms. Kearl pointed out that the early college high schools have a 7 percent higher graduation rate than the other high schools. This is due, in part, to the \$4 million given in scholarships last year, mostly through the New Century Scholarship program. Those programs help students attend college who otherwise would not have the opportunity. She noted this represented a 30 percent return on investment. It is estimated that approximately 45 percent of students were in their second year of college enrollment. She asked the Presidents to thank their faculty for making this possible.

The following individuals spoke about their experiences with early childhood high schools: Juan Nuñez graduated from Itineris and is now a student in civil engineering at the University of Utah. Al Church, Principal of AMES, introduced Mariah Brockman, who graduated from AMES with 24 credits at the University of Utah. She is in her first year at the University in the Honors College, where she is studying pre-psychology. Clark Baron introduced Julia Ventura, a UCAS graduate who is studying clinical research at BYU. Jason Stanger, InTech Collegiate, also spoke.

David Asay noted the vacancy on the Utah Partnership Board of Directors for a representative of the State Board of Regents. He said the early college high schools actively recruit under-represented students, primarily minority and low-income. Those schools focus on STEM (science, technology, engineering and math) programs with additional course requirements.

Commissioner Sederburg thanked Ms. Kearl for her presentation and gave special thanks to the students who had spoken to the Regents.

President Benson pointed out Weber State University had a new program to guarantee new students with a household income of \$25,000 or less that their tuition would be covered. Provost Vaughan explained that that would bridge the gap between federal financial aid and the cost of tuition. Applications were received within the first 20 minutes of the announcement. Commissioner Sederburg commended WSU officials for their creativity. He excused President Millner, who was serving on a search committee for an organization to which she belongs. The Commissioner introduced Jeff Williams, who was visiting from Michigan.

General Consent Calendar

**On motion by Regent Snow and second by Regent Holbrook, the following items were approved on the Regents' General Consent Calendar (Tab BB):**

- A. Minutes – Minutes of the Regular Board Meeting held December 11, 2009 at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals – (on file in the Commissioner's Office)
- C. Grant Awards
  - 1. University of Utah – U.S. Department of Energy; "Geothermal Raft River"; \$3,224,649. Joseph N. Moore, Principal Investigator.
  - 2. University of Utah – U.S. Department of Energy/National Energy Technology Laboratory; "ARRA - Mid-Continent Carbon"; \$2,590,177. Brian James McPherson, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; "National Children's Study"; \$9,402,535. Edward B. Clark, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Sprint"; \$1,723,230. Alfred K. Cheung, Principal Investigator.
  - 5. University of Utah – National Institutes of Health/National Center for Research Resources; "University of Utah CTSA"; \$1,391,701. Donald McClain, Principal Investigator.
  - 6. University of Utah – National Institutes of Health/National Institute for Child Health and Human Development; "EAGR Trial"; \$1,368,749. Robert M. Silver, Principal Investigator.
  - 7. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; "CPCCRN"; \$1,200,000. J. Michael Dean, Principal Investigator.
  - 8. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Vascular Access"; \$1,103,993. Alfred K. Cheung, Principal Investigator.
  - 9. Utah State University – National Aeronautics and Space Administration; "Development of the Aerospike Rocket and Thruster"; \$1,226,042. Doran Baker, Principal Investigator; Stephen Whitmore, Co-Principal Investigator.

### Committee Reports

#### Academic, CTE and Student Success (Programs) Committee

University of Utah – Doctor of Occupational Therapy (Tab A). Chair Morgan said entrants to this program must have either a bachelor's or master's degree in Occupational Therapy from an accredited program, have worked in the field for two years, and have passed the National Certification for Occupational Therapist Board exam. The program will be offered electronically, although students will be required to attend annual on-campus seminars. The request is in response to the national need for doctorally-prepared faculty. With only 19 other accredited programs in the country, the University expects to draw interested students from within the state and surrounding region. The program will be supported by differential tuition and internal reallocation. **Chair Morgan moved approval of the program, seconded by Regent Cespedes. The motion was adopted unanimously.**

Utah State University – Associate of Pre-Engineering Degree (Tab B). This program will be offered at USU's three regional campuses via traditional (face-to-face) instruction and laboratory experiences as well as interactive broadcast delivery. The program is aimed at those already working in industry (for whom a specialized degree is a condition of employment or advancement) and those aiming to transition to an engineering bachelor's degree at a USHE institution. **Chair Morgan moved approval of the program, seconded by Regent Cespedes. The motion was adopted unanimously.**

Dixie State College – Associate of Applied Science Degree in Clinical Laboratory Science (Tab C). This program was designed to prepare medical laboratory technicians for the two-year AAS degree. These professionals perform, develop, evaluate, correlate and assure accuracy and validity of laboratory information, direct and supervise clinical laboratory resources and operations, and collaborate in the diagnosis and treatment of patients. They require skills in financial, operations, marketing and human resource management of the clinical laboratory. The request was made in response to the increasing demand for medical laboratory technicians. **Chair Morgan moved approval of Dixie State College's request. The motion was seconded by Regent Cespedes and adopted unanimously.**

Dixie State College – Associate of Applied Science Degree in Operations Management (Tab D). This program was designed to provide students with a strong applied foundation in the management of activities and processes directly associated with the conversion of inputs (materials, labor, and energy) into outputs (goods and services). The request was in response to the needs and demands of Washington County businesses, particularly in the manufacturing and service industries, for qualified operations managers. The program was designed to build on a Manufacturing Technology Certificate offered by the Dixie Applied Technology College (DXATC). Chair Morgan said Dixie officials were working closely with the DXATC. He asked Assistant Commissioner Wixom to comment. Dr. Wixom said the Regents' staff had worked closely with the DSC staff to promote a relationship between the college and the ATC to ensure that a student can transfer seamlessly and continue his education. The goal is to provide a model for other institutional partnerships. President Nadauld said students in the program have an average age of 38-40 years. Most of those individuals are working in manufacturing jobs and do not have much education. **Chair Morgan moved approval of Dixie's**



**AAS Degree in Operations Management. Regent Cespedes seconded the motion, which was adopted unanimously.**

Dixie State College – Bachelor of Arts/Bachelor of Science Degrees in Psychology (Tab E). Chair Morgan pointed out this was one of the top three undergraduate areas of study in the United States. The intent of the program is to develop graduates who have the knowledge and skills required to (a) enter the workforce upon graduation, (b) pursue advanced study in psychology or a closely related behavioral science discipline, (c) pursue degrees in law, medicine, business, or numerous other professional fields, and (d) gain valuable insight into their own and others' behavior. It was noted that Dixie State College was the only baccalaureate school in the USHE without a psychology degree. **Chair Morgan moved approval of the program request, seconded by Regent Cespedes. The motion was adopted unanimously.**

Salt Lake Community College – Associate of Applied Science Degree in Energy Management (Tab F). Chair Morgan commended college officials for working with industry to meet workforce needs. This program prepares students for employment as energy auditors, energy raters, home energy raters, energy consultants, home performance consultants, building performance consultants, resource conservation managers or sustainability managers. Students will apply basic skills learned to recommend greater energy efficiency and energy cost saving measures. **Chair Morgan moved approval of the proposed program, seconded by Regent Cespedes. The motion carried unanimously.**

Consent Calendar, Programs Committee (Tab G). Chair Morgan said the Regents plan to focus on the institutions' three-year progress reports because that is an important function of the Board. **On motion by Chair Morgan and Regent Beesley, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – The University of Utah Center at St. George
- B. Utah State University – Three-year Follow-up Reports
  - 1. Bachelor of Science in Biochemistry
  - 2. Master of Science and Ph.D. in Human Dimensions of Ecosystem Science and Management
- C. Dixie State College – Discontinuance of the Practical Nursing Certificate

Information Calendar, Programs Committee (Tab H). The following items were discussed by the committee but not in Committee of the Whole:

- A. University of Utah
  - 1. Early Childhood Education Emphasis within the Human Development and Family Studies major in the Department of Family and Consumer Studies
  - 2. Entertainment Arts and Engineering Emphasis in the Division of Film Studies
  - 3. Financial Planning Emphasis within the Consumer and Community Studies major in the Department of Family and Consumer Studies
  - 4. Name Change: Division of Film Studies to Department of Film and Media Arts

5. Name Change: Center for Integrated Design and Construction (CIDC) to Integrated Technology in Architecture Center (I TAC)
- B. Utah State University
  1. Name Change: Master of Science in Health, Physical Education and Recreation to Master of Science in Health and Human Movement
  2. Name Change: Bachelor of Science in Human Movement Sciences degree with Emphasis in Teaching to emphasis in Physical Education Teaching
  3. Restructuring of the College of Humanities, Arts and Social Sciences into the College of Humanities and Social Sciences and the Caine College of the Arts
- C. Southern Utah University – Secondary Education/Creative Writing Emphasis B.A. Degree with English Composite Emphasis
- D. Snow College – Program Review: Business
- E. Dixie State College – Integrated Studies Baccalaureate, Emphasis in Operations Management

Finance, Facilities and Accountability Committee

Utah State University – Swaner EcoCenter Gift (Tab I). Chair Karras asked President Albrecht to comment. President Albrecht said this was an outstanding opportunity for USU to extend its research teachings in extension programs into a new facility. The University accepted the liabilities as well as the assets of the facility. Chair Karras said the committee had discussed this item at length and were assured President Albrecht and the USU Board of Trustees had carefully reviewed the terms and issues. **Chair Karras moved approval of the gift, seconded by Regent Brown. The motion was adopted unanimously.**

Southern Utah University – Peer Institutions List (Tab J). Chair Karras said the Board had approved a new peer list for SLCC in December and will be approving the peer lists of the other institutions when appropriate. **Chair Karras moved approval of the Peer Institutions List for SUU. The motion was seconded by Regent Brown and duly adopted.**

Snow College – Purchase of Ephraim Elementary School and Land (Tab K). College officials reached an agreement in principle with the South Sanpete School District to purchase the property for \$1.5 million through 20 annual no-interest payments of \$75,000, subject to approval by the South Sanpete School Board. The property is contiguous to the main campus in Ephraim and provided a significant opportunity to add classroom space and to bank the land for future development. The elementary school will be vacated during the summer of 2010 when the new Ephraim Elementary School is completed. School officials said the property would be paid with student fee revenues, but they will request O&M funding through state appropriations. **Chair Karras moved approval of the transaction, subject to approval of the South Sanpete School Board. Regent Brown seconded the motion, which was adopted unanimously.**

Southern Utah University – Residential Property Purchase (Tab L). College officials desire to purchase a home close to the campus to be used as a rental property for new faculty and staff. At a future date, the University plans to use the facility for emerging campus needs. The purchase price of \$295,000 is the current appraised value of the home. **Chair Karras moved approval of the property purchase, seconded by Regent Brown. The motion carried unanimously.**

The following items were discussed by the committee but were not discussed in Committee of the Whole:

USHE – Financial Ratios (Tab M). This report was prepared at the request of the Regents and reported each institution's historical data and financial trends with its peer institutions.

USHE – Annual Contract and Grant Report (Tab N). The report was submitted in accordance with Regents' Policy R532, which requires the institutions to report annually a summary of the number and dollar amounts of awards received during the previous fiscal year. The report behind Tab N was for the fiscal year which ended June 30, 2009.

USHE – Report of Auxiliary Funds (Tab O). This annual report was prepared as specified in Regents' Policy R550. Auxiliary operations are examined by independent auditors during the annual financial statement audits.

USHE – Annual Report of Institutional and System Bonded Indebtedness (Tab P). Commissioner Sederburg's cover memo explained that Utah Code 53B-21 gives the Regents authority to issue negotiable revenue bonds, which are secured by institutional income and revenues. Regents are also authorized to issue refunding bonds. The report was submitted in compliance with Regents' Policy R590 for fiscal year 2009. All bonds covered in the report were being retired on schedule with the debt service coverage requirements being met or exceeded in every case.

USHE – Update on Institutional Audit Reports to the Regents' Audit Committee (Tab Q). Regents' Policy R565 requires the Regents to meet as needed to review audits and financial information. Regent Atkin chairs the Regents' Audit Committee, which was scheduled to meet with institutional trustee audit chairs, trustee chairs and (in some cases) campus auditors on January 14.

Efficiencies in Higher Education Through the Use of Information Technology (Tab R). Steve Hess, CIO to the USHE and to the University of Utah, met with the committee and reported on ways the colleges and universities had used information technology to save money and make the services and business processes of higher education more efficient and accessible. A list of IT Efficiency Recommendations was included with the agenda.

University of Utah – Hospital Revenue Bonds, Series 2009A&B (Tab S). The sale of this bond was previously authorized by the Board in October 2009, and it was sold on December 1, closing on December 17. The Financing Summary attached to Tab S provided the final results of the bond sale.

UHEAA Update – Student Loan Program (Tab T). An update on the student loan program was provided in this agenda item. Both the number of loans and dollar volume of loans increased significantly during the first five months of the current fiscal year. Executive Director Dave Feitz is working closely with Washington to try to mitigate any legislation requiring universal direct lending, in an attempt to keep UHEAA's role of servicing student loans.

### Community/Government Relations and Planning Committee

Chair Zenger reported that the following items had been discussed in committee but were not discussed in Committee of the Whole because of time constraints:

Preview of 2010 Legislative Session (Tab U). An Addendum to this item was given to the Regents.  
Roles and Authority Task Force Update (Tab V)  
Annual USHE Data Reports (Tab W) A corrected copy of this item was distributed at the meeting.  
Outreach (Biennial) Report (Tab X)  
Participation Task Force - Update (Tab Y)  
USED-IES-NCES-SLDS Grant Program (Tab Z)  
USHE 2010 Master Plan Discussion (Tab AA)

### Resolutions

Chair Pitcher referred to the Resolution in memory of former Regent Charles W. "Chic" Bullen, which was included in the Regents' folders. **Regent Holbrook moved that the Regents adopt the resolution for former Regent Bullen, seconded by Regent Zenger. The motion carried, and the resolution was adopted unanimously.** Chair Pitcher asked President Albrecht to deliver the resolution to Mr. Bullen's family.

### Dixie State College Presidency

Chair Pitcher noted Dr. Nadauld had been appointed Interim President of Dixie State College 22 months previously. He has received unanimous support from the community and strong support from the faculty. Chair Pitcher asked Regent Zenger to report on some recent meetings regarding this issue.

Regent Zenger said President Nadauld's initial charge included alignment with the other institutions and the long-term mission of the college. A year later, President Nadauld was asked if he would be willing to extend his period of service, and he agreed. The Regents have been impressed by Dr. Nadauld's strong leadership. On November 19, 2009, Chair Pitcher, Regent Atkin, Regent Zenger, and Commissioner Sederburg met on campus with various groups (trustees, president's cabinet, faculty, staff, students, legislators, alumni and community leaders and local civic leaders) to discuss the expectations for the Dixie State College presidency. The feedback was extremely positive. Everyone expressed support for President Nadauld and his accomplishments.

On January 8, 2010, the Dixie State College Board of Trustees called a public meeting to propose a resolution recommending to the State Board of Regents the permanent appointment of Dr. Nadauld. The resolution was adopted unanimously, was signed by all members of the Board of Trustees, and was delivered to the Regents earlier during their closed meeting. The Regents commended President Nadauld for his relationship with the Regents, Commissioner, staff and the Dixie community, political and business leaders. To engage in a traditional national search would cost time and money, as well as opportunity.

Regent Zenger moved that the Regents suspend Policy R203 in this instance, which calls for a national search, since the necessary input had been sought and received. Each obligation of the policy was met. The motion was seconded by Vice Chair Beesley and adopted.

Regent Zenger moved the appointment of Dr. Stephen D. Nadauld as the 17<sup>th</sup> president of Dixie State College. Vice Chair Beesley, Regent Snow and Regent Holbrook all seconded the motion, which was adopted unanimously. Chair Pitcher congratulated President Nadauld.

President Nadauld said he was gratified for the expressions of support from the DSC Board of Trustees, the faculty and community, and the Regents. He also expressed his thanks for his wife's support. President Nadauld said he was passionate about the young people in Utah and for giving them opportunities to have a bright future. He said he had received extraordinary support from the faculty to serve the students of Washington County. The education of our youth should be the state's priority focus. Higher education needs to make its voice heard, he said, about the importance of students continuing their education after high school. President Nadauld said he was excited to be part of that effort. He is pleased to see students succeed and grateful for the opportunity to be in that business.

Commissioner Sederburg congratulated President Nadauld on a job well done as interim president and for his appointment as president. President Nadauld faced some challenges when he was appointed, and he has developed a plan and rallied the community to pull everyone in the same direction. He expressed his own support and that of his staff and the USHE presidents for President Nadauld's success.

Chair Pitcher reported that Trustee Michael S. Wilstead had met with the Board of Regents earlier to bring them the resolution in support of President Nadauld's appointment. (A copy of the resolution will be retained on file with the minutes of this meeting in the Commissioner's Office.)

#### News From the Campuses

President King said CEU's enrollments were up 17 percent headcount and 13 percent FTE over last year. President Bioteau reported SLCC enrollment was up 22 percent FTE, with 4000 new students (an increase of 8000 from last fall). A groundbreaking was scheduled for the Center for New Media and Digital Design, which will mean an expansion for the South City Campus. Regent Holbrook congratulated President Benson for the \$3 million donation to the SUU Shakespeare Festival. President Albrecht expressed his appreciation to the Regents for allowing USU to move forward. Vice President Peterson reported a 15 percent growth at UVU, which meant 3200 new students over last year. The university is dealing with the challenge of finding space to educate all of its students. Dr. Peterson explained that President Holland was at the same out-of-state meeting as President Millner.

President Young reported the University of Utah had closed out the calendar year with a 16 percent increase in research grants. The U's Bureau of Economic and Business Research reported the impact on research funding: each million dollars of sponsored research at the University supports 20 jobs in Utah, generates approximately \$31.4 million in tax revenue for state and local governments. Last year's figures

represent a 54 percent increase from just four years ago. At the end of the calendar year, the University was ahead of expectations on fund-raising, including considerable scholarship money. Also, in the last year, senior administrators at the University contributed 10 percent of their salaries for scholarships. This year the University of Utah leads the nation (after MIT) in business development for new companies. President Young added he was also happy the University was able to retain its football coach.

#### Other Issues

Regent Cespedes asked the Commissioner to elaborate on the State Office of Education's application for a Race to the Top grant. Commissioner Sederburg reported that the USHE and most of the school districts had signed off on the grant. If successful, it could bring a possible \$250 million into the state.

Regent Brown announced that Regent Garff's husband had been inducted into the Utah Auto Dealers Hall of Fame that morning. This was an honor conveyed by the entire Utah auto industry.

#### Report of the Chair

Chair Pitcher announced that the next Board meeting would take place on April 1 at Snow College. Regent Morgan said the Regents might need to approve some new programs prior to that date.

Chair Pitcher announced that the Legislative Higher Education Appropriations Subcommittee would meet on Monday, Wednesday and Thursday afternoons during the 2010 Legislative Session. He encouraged the Regents to attend. The annual Higher Education luncheon at the State Capitol will be on February 19 in the Capitol Rotunda. Finally, Governor Herbert's State of the State address will be given on the evening of January 26.

Chair Pitcher pointed out this was the first time in more than three years that all of the Regents had attended a Board meeting.

#### Adjournment

Regent Snow moved that the meeting be adjourned. The motion was seconded and adopted. The meeting adjourned at 4:00 p.m.

Executive Secretary

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Date Approved

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College–Associate of Applied Science degree in Network Systems–Action Item.

Issue

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science (AAS) Degree in Network Systems, beginning Fall Semester 2010. This program was approved by the Salt Lake Community College Board of Trustees on February 10, 2010, and was approved by the Regents' Program Review Committee on March 19, 2010.

Background

The Network Systems degree at Salt Lake Community College will prepare individuals with an appropriate blend of vendor-neutral base knowledge and practical, hands-on laboratory experience to become the lone IT staff member in a company of 50-75 employees. The Network Systems graduate will have an appropriate blend of base knowledge and practical hands-on experience to handle the ambitious IT needs of companies large and small alike. Thus, the Network Systems degree will meet the needs of small to mid-sized businesses seeking the lone technician, or working IT professionals wishing to upgrade their skill set.

Demand for computer security specialists will grow as businesses and government continue to invest heavily in "cyber security," protecting vital computer networks and electronic infrastructures from attack. The information security field is expected to generate many new system administrator jobs over the next decade as firms across all industries place a high priority on safeguarding their data and systems.



### Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, have given input, and are supportive of Salt Lake Community College offering this degree.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve SLCC's request to offer an Associate of Applied Science degree in Network Systems, effective Fall Semester, 2010.

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William A. Sederburg, Commissioner

WAS/GW  
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer an Associate of Applied Science in Network Systems

Salt Lake Community College

Prepared for  
William A. Sederburg  
By  
Gary Wixom

March 24, 2010

## **SECTION I: The Request**

Salt Lake Community College requests approval to offer a Network Systems AAS degree effective Fall Semester 2010. This program has been approved by the institutional Board of Trustees on January 13, 2010.

## **Section II: Program Description**

The Network Systems degree at Salt Lake Community College prepares individuals with an appropriate blend of vendor-neutral base knowledge and practical, hands-on laboratory experience to become the lone IT staff member in a company of 50-75 employees.

This is accomplished in the following core areas of the program:

- Desktop management
- Server management
- Computer hardware
- Cabling plant and data center
- Protocol mechanics
- Network performance and troubleshooting
- Networking hardware
- Security
- Wireless
- Specialized servers: email, web, database, application
- Unified communications
- Virtualization
- Policy implications
- Technical writing, including TCO analysis and proposals

### **Purpose of Degree**

The relentless pace of technology and the critical dependence of today's global businesses on technology have created two significant problems. For large businesses with dedicated IT staff, the problem is a lack of time for training IT professionals on new and emerging technologies. For smaller companies, the problem is even more acute: they also need cutting-edge technology, but can't afford a separate IT staff. This means they must either outsource their IT—which can be a competitive disadvantage—or they rely on the “computer guy”, who is typically an individual with little to no formal IT training but likes computers and can solve some computer problems when they arise.

The Network Systems graduate will have an appropriate blend of base knowledge and practical hands-on experience to handle the ambitious IT needs of companies large and small alike. Thus, the Network Systems degree will meet the needs of small to mid-sized businesses seeking the lone “computer guy”, or working IT professionals wishing to upgrade their skill set.

The Network Systems AAS degree fills the training void left by discontinuation of the AAS in Telecommunications Technology (TELE) and two certificate programs: Telecommunications Cable Installer and Telecommunications Network Technology.

### **Institutional Readiness**

In July 2008, the Telecommunications department at SLCC formally merged with the Computer Science department. One year prior to the merger, the CS department had migrated to the Department Chair model, established their own departmental office and hired their own part-time secretary. In February 2010, the Computer Science Department merged with the Division of Computer Information Systems, Marketing, and Paralegal Studies. Thus, the current administrative structures are already in place to support the new Network Systems degree. The Network Systems degree will not impact the delivery of courses in the division since the faculty previously teaching Telecommunications courses are now exclusively teaching Network Systems courses; thus, there are already full-time faculty dedicated to teaching courses in the Network Systems degree program.

### **Faculty**

In late 2008, the Board of Regents approved the discontinuation of the Telecommunications program at Salt Lake Community College. Of the four full-time Telecommunications faculty members, three currently remain (one took advantage of retirement incentives at the end of 2008-2009). These faculty members are now exclusively teaching Network Systems courses. The Network Systems courses are being developed and offered in a phased approach, with new courses being taught each semester from spring 2009 thru spring 2011. With each passing semester, there will be an increased need for full-time faculty to teach the courses in the program as additional new courses will be taught, in addition to the previously taught courses.

As the Network Systems program is a radical departure from the previous Telecommunications program's industry certification-driven curriculum, some time must be devoted to faculty development. This development comes through reassigned time for curriculum development, industry training and independent study. By utilizing qualified faculty from the Computer Science programming side of the department, the level of faculty preparedness to implement the program has increased. However, due to the relentless pace of technology, faculty development will always be a need.

Full-time tenure track faculty will be used to teach all core courses and the vast majority of the specialization courses in the Network Systems program. The only time qualified adjuncts may be employed is to teach the specialization (elective) courses.

### **Staff**

No additional administrative staff will be required to support the program in each of the first five years.

### **Library and Information Resources**

SLCC currently has sufficient library resources to support the program.

### **Admission Requirements**

There are no admission requirements specific to the program.

### **Student Advisement**

Each student that matriculates into the Network Systems degree at SLCC will meet with an academic adviser to review the student's academic goals and objectives, examine the Network Systems course work, and develop a semester-by-semester class schedule designed to sequentially complete all degree requirements.

### Justification for Gradation Standards and Number of Credits

The Network Systems AAS program is a total of 69 credit hours: 14 credits of General Education and 55 credits of program-specific requirements. No special graduation standards are requested for the program.

### External Review and Accreditation

Recognizing the shortcomings of the Telecommunication Certificate programs at SLCC, the department faculty began meeting bimonthly early in Fall semester 2007 (weekly meetings after Spring Break) to determine the content of an effective network administration-type degree. Using data from a Fall 2007 TELE student survey, faculty participation in industry, a loose knit TELE student focus group, IT industry recommendations (through attendance at conferences and trade magazines), feedback from the SLCC TELE PAC, and academic support from foundational documents produced by the Institute of Electrical and Electronics Engineers (IEEE) and Association for Computing Machinery (ACM), department faculty has developed this new degree.

The program advisory committee (PAC), composed of Kevin Seeley, Roger Blohm, Ken Cuddeback, Jim Anderson, Steven Porter, Clark Madsen, David White and John Craigle, has helped in the review and adoption of the Body of Knowledge for the Network Engineering Degree. The PAC has guided the CS department in the selection of major course topics and in developing course content. The PAC continues to play an active role in ensuring the content of the program meets the demanding needs of the very dynamic IT industry.

The Northwest Commission of Colleges and Universities establishes standards that function as indicators of educational quality effectiveness by which institutions are evaluated and provides guidance for continuous improvement. To meet these standards, an instructional program assessment plan has been developed for the Network Systems degree identifying specific program level student learning outcomes and a variety of assessment methods that focus on measureable performance benchmarks. Data gathered from these assessments will be analyzed to identify both the achievements and shortfalls of program content and delivery and to make improvement to the program.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 188               | 3            | 14.43                    | N/A                       |
| 2    | 201               | 4            | 11.58                    | N/A                       |
| 3    | 215               | 4            | 12.39                    | N/A                       |
| 4    | 230               | 4            | 13.26                    | N/A                       |
| 5    | 246               | 4            | 14.19                    | N/A                       |

### Expansion of Existing Program

As of April 2008, there were 220 declared Telecommunications & Computer Networking majors: 190 seeking the AAS and 30 seeking a certificate. These numbers are significantly inflated, since they likely include concurrent enrollment students as well as students coming from industry for specific training (Union Pacific Railroad students through Apprenticeship and other students through continuing education). Spring 2008 enrollment showed just 124 students taking a TELE (or cross-listed CS) course.

All TELE courses and their cross-listed CS counterparts have been discontinued. This eliminated over 60 courses. The migration to the CS prefix is a direct result of the merger of the Telecommunications and Computer Science departments that occurred July 2008.

All interested TELE students wishing to finish their AAS Telecommunications Technology degree can take corresponding CS classes based on the "road map". The "road map" refers to a document listing all required TELE courses previously taught with their corresponding and substitutable new CS courses (e.g. The courses associated with the Network Systems degree).

To inform students of the change, the Computer Science department communicated via email with all CS/TELE students numerous times during the Fall 2008 semester. On 25 Aug 2008, the CS department held three "open house" sessions for students: 10:30 – 11:30 am, 11:30 am – 12:30 pm, and 5:30 – 6:30 pm. In all, over 142 students attended. In this "CS All Hands Meeting", the Network Systems degree was presented and the discontinuance of the AAS Telecommunications Technology degree was explained. The response was (and continues to be) very positive.

Information and details of the discontinued program, the replacement Network Systems program and the TELE to Network Systems "road map" will be posted on the department website ([www.slcc.edu/cs](http://www.slcc.edu/cs)) shortly after the Network Systems degree is approved.

Some students in other SLCC programs (CS programming, Computer Information Systems, School of Applied Technology) that have an interest in computer networking may wish to pursue this degree. The Tooele ATC and the SLCC School of Applied Technology are both interested in establishing articulation agreements once the program has been approved.

### **Section III: Need**

#### **Program Need**

Despite an apparent rise in FTE in the past several years, the existing Telecommunications Technology AAS degree and associated certificates have produced but one single graduate since their inception in Summer 2003 (May 2007). Among the factors for this success is a lack of defined academic standards (including course objectives, student outcomes and assessments) and the outsourcing of curriculum (the bulk of TELE courses currently taught are based solely on information technology company certification exams). This patchwork of industry certification objectives causes significant duplication in curricular coverage while failing to give students a base foundation in networking concepts and knowledge. The AAS Network Systems degree replaces the AAS in Telecommunications Technology and its two certificate programs.

#### **Labor Market Demand**

Demand for computer security specialists will grow as businesses and government continue to invest heavily in "cyber security," protecting vital computer networks and electronic infrastructures from attack. The information security field is expected to generate many new system administrator jobs over the next decade as firms across all industries place a high priority on safeguarding their data and systems.

Employment of computer systems analysts is expected to grow by 29 percent from 2006 to 2016, which is much faster than the average for all occupations. In addition, the 146,000 new jobs that are expected to arise over the projections decade will be substantial (Bureau of Labor Statistics Occupational Outlook

Handbook, 2008-09 Edition). Demand for these workers will increase as organizations continue to adopt and integrate increasingly sophisticated technologies. Job growth will not be as rapid as during the preceding decade, however, as the information technology sector matures, and as routine work is increasingly outsourced offshore to foreign countries with lower prevailing wages.

The growth of electronic commerce and the integration of Internet technologies into business have resulted in a growing need for specialists who can develop and support Internet and intranet applications. Moreover, falling prices of computer hardware and software should continue to induce more businesses to expand their computerized operations and incorporate new technologies.

The demand for computer networking within organizations will also drive demand for computer systems analysts. The introduction of the wireless Internet, known as WiFi, and of personal mobile computers has created a need for new systems that can integrate these technologies into existing networks. Explosive growth in these areas is expected to fuel demand for analysts who are knowledgeable about systems integration and network, data, and communications security.

As more sophisticated and complex technology is implemented across all organizations, demand for systems analysts will remain strong. These workers will be called upon to solve problems and to integrate new technologies with existing ones. Also, the increasing importance being placed on "cybersecurity"—the protection of electronic information—will result in a need for workers skilled in information security.

The number (#) and percentage (%) of new and replacement jobs for the job descriptions indicated at the region, state and national level are depicted in the following table:

| SOC Code/Description                                                                          | Reg* #/% New & Rep. | ST #/% New & Rep. | Nat'l #/% New & Rep. |
|-----------------------------------------------------------------------------------------------|---------------------|-------------------|----------------------|
| 15-1071/Ntwrk & computer sys admin                                                            | 943/34%             | 34%               | 25%                  |
| 15-1061/Ntwrk sys & data comm anlysts                                                         | 883/40%             | 41%               | 31%                  |
| 15-1099/Computer specialists, all other                                                       | 665/30%             | 30%               | 20%                  |
| *Region: Wasatch Front - County Areas: Davis, Salt Lake, Summit, Tooele, Utah, Wasatch, Weber |                     |                   |                      |

Source: EMSI Complete Employment - 3rd Quarter 2009

The above data shows a significant increase in the number of new and replacement jobs projected in this segment of the IT Industry over the next five years (2009 - 2014). The demand along the Wasatch front and statewide is even more significant than the national projection since SLCC is ideally positioned to help fill this demand by offering the Network Systems degree.

### Student Demand

Of the 113.3 FTE the Computer Science department had during Fall Semester 2009, 26.29 FTEs were from students taking Network Systems courses (23.2%). This is possible since: 1) former TELE students could be completing the "teach out" for the AAS Telecommunications Technology degree by completing Network Systems courses; 2) AS Computer Science students may be taking Network Systems courses to satisfy an elective requirement; 3) students awaiting the formal approval of the Network Systems degree are taking Network Systems courses as part of the AS General Studies program; and 4) students are taking

Network Systems courses and simply waiting for the Network Systems degree to be formally approved. In any case, those 26.29 FTEs represent 123 unduplicated students already interested in the Network Systems degree.

### **Similar Programs**

While several schools in the Intermountain region offer computer networking degrees, many at their core are either programming degrees or driven by IT certifications. The Network Systems vendor-neutral approach focused on preparing the "lone IT guy" to be successful as the sole IT person in the small to mid-size business market is quite uncommon. Coupled with the "from scratch" courses the Network Systems faculty are creating based on "real world" experiences and the input received from the Program Advisory Council, the Network Systems program is truly unique—even on a national front.

While a handful of Network Systems courses currently transfer to Weber State University (CS 1032, CS 1200, CS 1202, and all general education courses), the unique nature of the degree matches Utah Valley University's Technical Management degree well since there is no duplication: the SLCC Network Systems program provides the technical expertise, and the UVU Technical Management program provides the management skills.

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

The primary transfer destination for the Network Systems degree is the Technology Management BS degree at Utah Valley University. This program has a multi-disciplinary focus and is designed for students who want to add management skills to a chosen technology area. Students may enter the UVU program with any AAS or AS degree containing at least 45 credit hours in a technical specialty. Representatives from SLCC and UVU met on 5 Nov 2008 and established a formal articulation.

NOTE: The UVU Technical Management BS degree requires Math1040 Statistics. The CS Department at SLCC strongly recommends students transferring to UVU take MATH1040 at SLCC to better prepare themselves for the upper level courses required by the BS degree.

Aside from UVU, we have identified additional transfer possibilities:

1. Weber State\*
  - a. Telecommunications Administration BS degree
  - b. Computer Science BS degree
2. Western Governors University
  - a. Information Technology—Networks Administration BS degree
  - b. Information Technology—Networks Design and Management BS degree

\*Articulation discussions took place with the Computer Science program at Weber State University in February 2009. At that time, 4 courses were identified to transfer (CS1200, CS1201, CS1032, CS2240).

### **Benefits**

SLCC will have the ability to offer another AAS degree directly related to an increase in jobs in a vital industry. UVU will have an additional source of transfer students for a key BS degree.

### **Consistency with Institutional Mission**

The Network Systems degree has no program-specific registration requirements, thus complying with the open enrollment policy of a comprehensive community college. The emphasis of the degree is to provide mission critical industry related skills so students can be productive members of the workforce upon



graduation. The degree also prepares students to pursue a BS degree at a sister USHE institution and thus fulfill that vital role of a community college.

## Section IV: Program and Student Assessment

### Program Assessment

The goal of the program is to provide an appropriate blend of vendor-neutral base knowledge, along with practical hands-on experience, to prepare students to become the lone IT staff member in a company of 50-75 employees. A program level assessment plan has been developed identifying specific student learning outcomes related to the body of knowledge required to achieve this goal. A variety of assessment methods have been devised that focus on measureable performance benchmarks. These assessment methods identify how and when performance data will be collected and what students will be assessed. The performance benchmarks specify how well students should be able to do on the assessments. Data gathered from these assessments will be analyzed to identify both the achievements and shortfalls of program content and delivery. Results will be used to determine what changes may need to be made to the program and what follow-up measures will be taken to measure improvement.

### Expected Standards of Performance

#### Hardware/Software

Students will demonstrate proficiency in computer hardware replacement, software maintenance, and software troubleshooting. Students will complete hands-on scenarios testing their ability to:

- replace computer hardware
- perform critical and routine computer software updates
- correctly install system and client software
- successfully restore a desktop operating system to a usable state

#### Network

Students will demonstrate proficiency in installing, terminating, and troubleshooting UTP, STP, coaxial, high density paired, and fiber optic cabling. High-end test equipment will be used to locate and isolate simulated problems; students will then have to fix the problems.

Students will demonstrate understanding of and proficiency with the Open System Interconnect (OSI) model. Students will successfully diagnose network problems by correctly determining which OSI layer the problem occurred.

Students will demonstrate proficiency with network design at OSI layers one, two, three, and seven. Students will successfully complete design projects mirrored after real world projects. Project specifications include elements from layers one, two, three, and seven of the OSI model, including the physical network infrastructure, fundamental network topologies, the routing / switching backbone, core and user access, as well as the network operating system software requirements.

Students will demonstrate ability to select, configure, implement, and troubleshoot routing and switching equipment. Students will successfully implement switching/routing scenarios configurations for real world scenarios and case studies using both real and simulated equipment.

### System Management

Students will demonstrate proficiency in installing, configuring, optimizing, and troubleshooting a contemporary network operating system. Students will successfully complete hands-on scenarios designed around real world and vendor-neutral case studies.

Students will demonstrate an ability to identify common network vulnerabilities and implement solutions that mitigate these vulnerabilities. Students will successfully complete hands-on labs that allow students to “break into” simulated network systems, observe the results, and then identify and implement solutions to mitigate the vulnerabilities.

### Section V: Finance

#### Financial Analysis Form

| Financial Analysis Form   |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Students</b>           |          |          |          |          |          |
| Projected FTE Enrollment  | 43       | 46       | 49       | 53       | 57       |
| Cost Per FTE              | 4534     | 5621     | 5399     | 5104     | 4850     |
| Student/Faculty Ratio     | 14       | 12       | 12       | 13       | 14       |
| Projected Headcount       | 188      | 201      | 215      | 230      | 246      |
|                           |          |          |          |          |          |
| <b>Projected Tuition</b>  |          |          |          |          |          |
| Gross Tuition             | 101767   | 108921   | 116153   | 125657   | 135735   |
| Tuition to Program        | 81892    | 108609   | 111108   | 113608   | 116108   |
|                           |          |          |          |          |          |
| 5 Year Budget Projection  |          |          |          |          |          |
|                           | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>Expense</b>            |          |          |          |          |          |
| Salaries & Wages          | 139500   | 190800   | 195600   | 200400   | 205200   |
| Benefits                  | 33480    | 45792    | 46944    | 48096    | 49248    |
| Total Personnel           | 172980   | 236592   | 242544   | 248496   | 254448   |
| Current Expense           | 22000    | 22000    | 22000    | 22000    | 22000    |
| Travel                    | 0        | 0        | 0        | 0        | 0        |
| Capital                   | 0        | 0        | 0        | 100000   | 0        |
| Library Expense           | 0        | 0        | 0        | 0        | 0        |
| Total Expense             | \$194980 | \$258592 | \$264544 | \$370496 | \$276448 |
|                           |          |          |          |          |          |
| <b>Revenue</b>            |          |          |          |          |          |
| Legislative Appropriation |          |          |          | 100000   |          |
| Grants & Contracts        |          |          |          |          |          |
| Donations                 |          |          |          |          |          |
| Reallocation              | 113088   | 149983   | 153436   | 156888   | 160340   |
| Tuition to Program        | 81892    | 108609   | 111108   | 113608   | 116108   |

|                 |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|
| Fees            |          |          |          |          |          |
| Total Revenue   | \$194980 | \$258592 | \$264544 | \$370496 | \$276448 |
|                 |          |          |          |          |          |
| Difference      |          |          |          |          |          |
| Revenue-Expense | \$0      | \$0      | \$0      | \$0      | \$0      |

#### **Budget Comments**

1. Travel is funded from current expense.
2. Capital expense year 4 is equipment refresh funded from CS/Engineering Initiative.

#### **Funding Sources**

Legislative appropriation is from CS/Engineering Initiative. Additional funding from reallocation and tuition to program.

#### **Reallocation**

Reallocation is from former TELE department, and sharing faculty with CS programming.

#### **Impact on Existing Budgets**

Former TELE department budget will be absorbed by CS department to cover the Network Systems program.

## Appendix A: Program Curriculum

### All Program Courses

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

| Course Prefix & Number | Title                             | Credit Hours |
|------------------------|-----------------------------------|--------------|
| Core Courses           |                                   |              |
| CS 1110                | Data Cabling Basics               | 3            |
| CS 2120                | Wireless Networking               | 3            |
| CS 1030                | Connected Computing               | 3            |
| CS 1120                | Desktop Management                | 3            |
| CS 1200                | Protocol Mechanics                | 3            |
| CS 1250                | Network Infrastructure I          | 3            |
| CS 1130                | Server Management                 | 4            |
| CS 2260                | Network Infrastructure II         | 3            |
| CS 2230                | Database Servers                  | 2            |
| CS 2240                | Enterprise Mail /Web Services     | 2            |
| CS 2250                | Implementing Virtualization       | 2            |
| CS 2760                | Unified Communications            | 2            |
| CS 2870                | Network Engineering Practicum     | 1            |
|                        | <b>Sub-Total</b>                  | <b>34</b>    |
| Elective Courses       |                                   |              |
| CS1031                 | Open Source Windows desktop       | 2            |
| CS 1032                | Open Source Linux desktop         | 2            |
| CS 1033                | Open Source Mac desktop           | 2            |
| CS 1121                | CompTIA A+ essentials             | 1            |
| CS 1122                | Supporting Linux Desktops         | 3            |
| CS 1123                | Supporting OS X Desktops          | 3            |
| CS 1124                | ZEN Desktop Management            | 2            |
| CS 1125                | Supporting Windows XP             | 2            |
| CS 1126                | Supporting Windows Vista/7        | 2            |
| CS 1128                | Supporting OS X                   | 2            |
| CS 1129                | CompTIA A+ Certification          | 2            |
| CS 1202                | Network traffic analysis/security | 2            |
| CS 1251                | Intro to routing/switching        | 1            |
| CS 1252                | Cisco CCENT preparation           | 1            |
| CS 1253                | Cisco CCNA preparation            | 2            |
| CS 1131                | Active Directory infrastructure   | 2            |
| CS 1132                | Managing Windows Server           | 3            |

| Course Prefix & Number        | Title                          | Credit Hours |
|-------------------------------|--------------------------------|--------------|
| CS 1133                       | Linux Server Administration    | 3            |
| CS 1134                       | OS X Server Administration     | 3            |
| CS 2261                       | Dynamips/Dynagen Introduction  | 1            |
| CS 2262                       | Cisco CCNP routing prep        | 2            |
| CS 2263                       | Cisco CCNP switching prep      | 2            |
| CS 2264                       | CompTIA Network+ essentials    | 2            |
| CS 2231                       | MySQL Administration           | 2            |
| CS 2232                       | Implementing SQL Server        | 3            |
| CS 2241                       | Internet Information Server    | 2            |
| CS 2242                       | Exchange Configuration         | 3            |
| CS 2243                       | Mail on Linux                  | 2            |
| CS 2244                       | Apache Web Server              | 2            |
| CS 2251                       | Desktop virtualization.        | 2            |
| CS 2252                       | ESX virtualization             | 3            |
| CS 2253                       | XEN virtualization             | 3            |
| CS 2761                       | Implementing Asterisk          | 2            |
| CS 2762.                      | VoIP implementation            | 3            |
|                               | <b>Sub-Total</b>               | 74           |
| Track/Options (if applicable) |                                |              |
|                               | <b>Sub-Total</b>               |              |
|                               | <b>Total Number of Credits</b> |              |

## Appendix B: Program Schedule

|                                                                                                                                                                                            |                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall semester - 1st year<br>ENGL 1010 (3)<br>CS 1030 (3)<br>CS 1030 specialization (2)<br>CS 1120 (3)<br>CS 1120 specialization (1-3)<br>CS 1200 (3)<br>CS 1200 specialization (2)<br>[17] | Fall semester - 2nd year<br>MATH 1010 (4)<br>CS 2230 (2)<br>CS 2230 specialization (2-3)<br>CS 2240 (2)<br>CS 2240 specialization (2-3)<br>CS 2250 (2)<br>CS 2250 specialization (2-3)<br>CS 2120 (3)<br>[19]                        |
| Spring semester - 1st year<br>ENGL 2100 (3)<br>CS 1130 (4)<br>CS 1130 specialization (2)<br>CS 1250 (3)<br>CS 1250 specialization (1-2)<br>CS 1110 (3)<br>[16]                             | Spring semester - 2nd year<br>Communication (3)<br>Human relations (2-3)<br>AAS Institutional requirement (3-6)<br>CS 2760 (2)<br>CS 2760 specialization (2-3)<br>CS 2260 (3)<br>CS 2260 specialization (1-2)<br>CS 2870 (1)<br>[17] |

### **Appendix C: Faculty**

|                                |                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Associate Professor(s):</b> | Paul Anstall, BA, College of St. Scholastica, Tenured                                                        |
| <b>Assistant Professor(s):</b> | David Moss, MS, Syracuse University, Tenure Track                                                            |
| <b>Instructor(s):</b>          | Dan Pope, Multiple and varied Industry Certs, Tenured<br>Dan Hutchings, BS, University of Utah, Tenure Track |

March 31, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Proposed Cost-Sharing With Institutions for 2010-2011

Issue

Recent enrollment increases have forced an increase in the cost of software, hardware, and library subscriptions that are financed by statewide programs administered by the Commissioner's Office. In addition, critical state policy initiatives require additional support.

Background

There has been a tradition in Utah of the state financing certain projects and the institutions financing other activities. Typically, first-tier tuition and state appropriations have been used to finance the state programs, while second-tier tuition is used for institutional needs. This year, the state did not provide any funding for employee benefits or for mandatory increases in technology or library contracts. Given this action, any additional funding must come directly from the campuses.

There are three critical needs at the state level beyond the technology and library costs. They are: a state-wide inventory of university and college space, a quality student transfer guide, and planning dollars to incorporate campus plans into a state plan. Investment in these initiatives will greatly assist higher education and our students.

Commissioner's Recommendation

The Commissioner recommends the Regents endorse the concept of using a cost-sharing plan where campuses will share in the cost of these initiatives. Further, the Regents direct the Council of Presidents and Commissioner to work collaboratively to implement this concept and report back to the Board at its next meeting.

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William A. Sederburg  
Commissioner for Higher Education

WAS/GLS/PCM



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Campus Assessments for System-wide Initiatives - Vendor/Services List

**Higher Education Technology Initiative (HETI)**

Multinet  
Digital ESL/CSLG  
Admin Systems  
Oracle  
Evision  
Novell and other email systems  
Microsoft  
McAfee  
VMWare  
Compuware  
Disaster Recovery  
Banner support for small schools  
Library Software

**Utah Academic Library Consortium (UALC)**

EbscoHost  
America: History and Life  
BioOne  
CQ researcher  
Investor Edge-Mergent  
Lexis-Nexis Congressional Universe  
MLA Bibliography  
Psycinfo  
Safari-Proquest

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed revision of Regents' Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Action Item

Issue

Over the last six months, efforts have been underway to streamline the internal processes that have an impact on the Board of Regents agenda. As a part of that process, Academic Affairs has revised Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports, with the goal of increasing the responsibility of the institutional Boards of Trustees, and reducing the items that Regents must take action upon. This revision of policy R401 is the result of those efforts.

Background

Currently, policy R401 describes three different processes that USHE institutions follow in forwarding items to the Board of Regents. These three processes allow institutions to propose new programs, make changes to existing programs, change academic organization, and other items pertaining to instructional programs at the institutions. The first process, which requires the most detail, places items on an "Action" calendar, which the Regents discuss and may approve or disapprove. The second process, which requires less detail, places items on a "Consent" calendar, which also requires action by the Regents to approve or disapprove. The third process, which requires the least amount of detail, places items on an "Information" calendar, which keeps the Regents informed of actions taken by the institutions.

The change to policy R401 streamlines these processes so the Regents only need to make decisions on one "calendar." Many of the items previously placed on the three calendars will now be left to the decision of the Institutional Boards of Trustees and will not come before the Regents unless special circumstances warrant that level of review.

The Council of Chief Academic Officers has assisted in this process and supports the proposed changes.

## Policy Changes

The proposed revision to the R401 policy includes the following changes:

- A definitions section has been added toward the beginning of the policy. This is congruous with many of the other Regents' policies, and it aids in the flow of the document.
- The "Action," "Consent," and "Information" calendars have been removed.
  - The Regents will now only vote on items listed in section R401-4, "Items Requiring Regents' Approval."
  - Items listed in section R401-5 will be sent to the Office of the Commissioner for review and will be returned to the institutional Boards of Trustees if no concerns exist. If concerns exist, the institution must provide further detail. These items do not require Regents' approval or notice.
  - Items listed in section R401-6 require the institutional Boards of Trustees to send notice of the action to the Office of the Commissioner. These items do not require Regents' approval or notice.
- The "Stand Alone" and "Interdisciplinary" minors are no longer distinguished and will be treated the same way for Regents' approval.
- There is now a distinction between "discontinued" and "suspended" programs. Discontinued programs must now go through the entire re-approval process to be reinstated. Suspended programs may be reinstated after meeting certain requirements.
- The Regional CTE Planning section remains the same, but appears later in the policy.
- References to UCAT have been removed.
- The flow charts have been updated to match the new procedures.

## Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to policy R401, clarify any questions, and if satisfied, approve revised policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.

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William A. Sederburg  
Commissioner of Higher Education

## Utah System of Higher Education

### R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

February, 2010

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|-------------------------------------------------------------------------------------------------------------|---|
| Preamble.....                                                                                               | 4 |
| R401-1. Purpose.....                                                                                        | 4 |
| R401-2. References .....                                                                                    | 4 |
| R401-3. Definitions .....                                                                                   | 5 |
| R401-4. Items Requiring Regents' Approval.....                                                              | 5 |
| 4.1. Credit/Non-credit Certificates of Proficiency Eligible for Financial Aid.....                          | 5 |
| 4.2. Associate of Applied Science Degrees.....                                                              | 6 |
| 4.2.1. Sub-Unit Designation.....                                                                            | 6 |
| 4.2.2. Requirement.....                                                                                     | 6 |
| 4.3. Associate of Arts and Associate of Science Degrees.....                                                | 6 |
| 4.3.1. Pre Major.....                                                                                       | 6 |
| 4.3.2. Articulation Agreements.....                                                                         | 6 |
| 4.3.3. Specialized Associate's Degrees.....                                                                 | 6 |
| 4.4. Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees.....                        | 7 |
| 4.4.1. Majors and Minors.....                                                                               | 7 |
| 4.4.2. Emphasis.....                                                                                        | 7 |
| 4.4.3. General Studies Bachelor's Degrees.....                                                              | 7 |
| 4.5. K-12 School Personnel Programs.....                                                                    | 7 |
| 4.6. Master's Degrees.....                                                                                  | 7 |
| 4.7. Doctoral Degrees.....                                                                                  | 7 |
| 4.8. Fast Track Programs.....                                                                               | 7 |
| 4.9. Follow-up Reports on Approved Programs.....                                                            | 7 |
| R401-5. Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist..... | 8 |
| 5.1. Certificates of Proficiency.....                                                                       | 8 |
| 5.2. Out-of-Service-Area Delivery of Programs.....                                                          | 8 |
| 5.3. Name Changes of Existing Programs.....                                                                 | 8 |
| 5.4. Transfer, Restructuring, or Consolidation of Existing Programs.....                                    | 8 |
| 5.5. Discontinuation or Suspension of Programs.....                                                         | 8 |
| 5.5.1. Definitions.....                                                                                     | 8 |
| 5.5.2. Student Completion.....                                                                              | 8 |
| 5.5.3. System Coordination.....                                                                             | 8 |
| 5.6. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units.....              | 8 |
| 5.7. Centers, Institutes, or Bureaus.....                                                                   | 9 |
| R401-6. Items Approved by Institutional Boards of Trustees with Notice to OCHE.....                         | 9 |
| 6.1. Reinstatement of Previously Suspended Programs.....                                                    | 9 |
| 6.2. Cyclical Institutional Program Reviews.....                                                            | 9 |
| 6.3. A List of Scheduled Program Reviews.....                                                               | 9 |
| 6.4. Programs under Development or Consideration.....                                                       | 9 |
| 6.4.1. Information.....                                                                                     | 9 |
| 6.4.2. Submission.....                                                                                      | 9 |

|                 |                                                                                                                                       |           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 6.5.            | Reinstatement of Previously Suspended Administrative Units.....                                                                       | 9         |
| <b>R401-7.</b>  | <b>Procedure for Submitting New Programs for Regents' Approval.....</b>                                                               | <b>9</b>  |
| 7.1.            | Submission of Full Proposal with Executive Summary.....                                                                               | 9         |
| 7.1.1.          | Executive Summary.....                                                                                                                | 10        |
| 7.1.2.          | Full Proposal.....                                                                                                                    | 10        |
| 7.1.3.          | CIP Codes .....                                                                                                                       | 10        |
| 7.2.            | Review by the Commissioner's Staff.....                                                                                               | 10        |
| 7.3.            | Review by Council of Chief Academic Officers.....                                                                                     | 10        |
| 7.4.            | Review by Program Review Committee.....                                                                                               | 10        |
| 7.5.            | Consideration by Board of Regents.....                                                                                                | 10        |
| 7.5.1.          | Voting for Approval by Board of Regents.....                                                                                          | 10        |
| 7.5.2.          | Budgetary Considerations Separate from Approval.....                                                                                  | 11        |
| <b>R401-8.</b>  | <b>New Programs Submitted for Fast Track Approval.....</b>                                                                            | <b>11</b> |
| 8.1.            | Fast Track Procedure.....                                                                                                             | 11        |
| 8.2.            | Two Year Review of Programs Approved through the Fast Track Procedure.....                                                            | 11        |
| <b>R401-9.</b>  | <b>Regional Career and Technical Education Planning.....</b>                                                                          | <b>11</b> |
| 9.1.            | Purpose.....                                                                                                                          | 11        |
| 9.2.            | CTE Planning Procedure.....                                                                                                           | 11        |
| <b>R401-10.</b> | <b>Templates.....</b>                                                                                                                 | <b>12</b> |
| 10.1.           | General Formatting for Submissions.....                                                                                               | 12        |
| 10.2.           | Full Templates for Submitting Items for Regents' Approval.....                                                                        | 12        |
| 10.2.1.         | Template for Submission of Executive Summary.....                                                                                     | 12        |
| 10.2.2.         | Full Template— for Submission of Proposals for New Programs.....                                                                      | 13        |
| 10.2.3.         | Signature Page to Accompany Regents' Proposals.....                                                                                   | 17        |
| 10.2.4.         | Template for Three-Year and Two-Year Follow-Up Reports.....                                                                           | 17        |
| 10.3.           | Abbreviated Templates— for Items to Be Sent to the OCHE.....                                                                          | 18        |
| 10.3.1.         | General Template for Items to Be Sent to the OCHE.....                                                                                | 18        |
| 10.3.2.         | Template for Submission of Programs under Development or Consideration.....                                                           | 19        |
|                 | <b>Appendix A: Flow Chart for Items Requiring Regents' Approval .....</b>                                                             | <b>20</b> |
|                 | <b>Appendix B: Flow Chart for Fast Track Programs .....</b>                                                                           | <b>20</b> |
|                 | <b>Appendix C: Flow Chart for Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist.....</b> | <b>20</b> |
|                 | <b>Appendix D: Flow Chart for Items Approved by Institutional Boards of Trustees with Notice to OCHE.....</b>                         | <b>20</b> |
|                 | <b>Appendix E: General Studies Guidelines .....</b>                                                                                   | <b>20</b> |

## R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports<sup>1</sup>

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**Preamble<sup>2</sup>:** Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.

**R401-1. Purpose.** To provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and CTE programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

### R401-2. References.

- 2.1. Utah Code §53B-16-102, Changes in Curriculum
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5. Policy and Procedures R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews
- 2.7. Policy and Procedure R481, Academic Freedom, Professional Responsibility and Tenure

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<sup>1</sup> Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000; amended June 1, 2001. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 re-written and approved November 8, 2002; amended May 30, 2003. Approved Board of Regents, May 30, 2003. Revision approved by Board of Regents 19 October 2004. Revision approved by Board of Regents December 14, 2007.

<sup>2</sup> The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

2.8. Policy and Procedures R470, General Education, Course Numbering, Lower Division, Pre-Major Requirements, Transfer of Credit, and Credit by Examination

### R401-3. Definitions

3.1. “CAO”: Chief Academic Officer

3.2. “Certificate of Completion”: A program of study more than a year in length (30 semester credit hours +) authorized by the Board of Regents, approved through the New Program Approval process, or through the Fast Track Approval process for CTE programs needing immediate approval in order to respond to business and industry.

3.3. “Certificate of Proficiency”: A program of study less than a year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents. Certificates of Proficiency between 600 and 900 clock hours eligible for financial aid must be approved by the Board of Regents through the New Program Approval process.

3.4. “CIP code”: Classification of Instruction Programs code

3.5. “CTE”: Career and Technical Education

3.6. “Emphasis”: Associate of Applied Science and Bachelor’s Degrees may have a collection of courses grouped together within the Degree to give the student a specific focus in a particular sub area related to the main focus of the degree.

3.7. “OCHE”: the Office of the Commissioner of Higher Education

3.8. “PRC”: Program Review Committee

3.9. “Program”: For a definition of the term “program”, see R481-3.9.2.

3.10. “Programs Committee”: the subcommittee of the Board of Regents, officially titled the Academic, Career and Technical Education, and Student Success Committee.

3.11. “USHE”: the Utah System of Higher Education

**R401-4. Items Requiring Regents’ Approval.** Institutions submitting program proposals for the Regents’ agenda shall adhere to the procedures described in R401-7 and in **Appendix A: Flow Chart for Items Requiring Regents’ Approval**. See R401-7. Programs inclusive of those in R401-4 will have undergone institutional review and been approved by the institutional Board of Trustees prior to submission to the Commissioner’s staff. Programs placed on the Regents’ agenda must be recommended by the PRC prior to Regents’ approval. All proposals for new programs placed on the Regents’ agenda must follow the template (see 10.2.2). Items presented to the Regents will fall into one of the following categories. A definition follows each item.

4.1. **Credit/Non-credit Certificates of Proficiency Eligible for Financial Aid.** If financial aid is provided for programs of 600 to 900 clock hours, the CAO will submit an Executive Summary and full proposal, with appropriate supporting documentation, including the Financial Analysis template (see 10.2.2), to the Commissioner’s staff for approval through the regular approval process or the Fast Track Procedure (see R401-8), for CTE programs needing immediate approval. Certificates approved through the Fast Track Approval Process, if approved, will be placed on the next Regents’ meeting agenda. This procedure



complies with the U.S. Department of Education requirement for program approval through the state's approval procedure.

**4.2. Associate of Applied Science Degrees.** Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS degrees and others, as established by USHE institutions, are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.2.1. Sub-Unit Designation.** The term "major" refers to the discipline in which the degree resides. The major may be made up of one or more "emphases" to describe the sub-unit of the Associate of Applied Science.

**4.2.2. Requirement.** AAS degree programs may have collections of courses within the major called an "emphasis" that would require approval by the Regents. Emphases will be considered essential to the academic integrity of the Regents' approved degree program. In bachelor's degrees, new emphases are sent for Regents' approval.

**4.3. Associate of Arts and Associate of Science Degrees.** Programs of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work and other requirements as established by USHE institutions, are required for completion of an associate's degree. The Associate of Arts degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.3.1. Pre Major.** (Pre Major programs) The term "pre major" will be used by all institutions in describing the components of the Associate of Arts/Associate of Science degrees that are designed to prepare students for upper-division work. The use of the term "emphasis" will be discontinued as a sub-unit of an AA or AS degree. At four-year institutions not offering an AA or AS degree, the term "pre major" will also apply to preparatory, lower-division courses, required for acceptance into a major. These courses should be the same or similar to those offered by the two-year programs. Although the descriptions of programs may vary at USHE institutions, the definition as described above should be implemented consistently.

**4.3.2. Articulation Agreements.** A "pre major" designation requires formal articulation agreements between the two- and four-year programs. The program outline (advising sheet) should clearly designate courses that will transfer to a four-year program and courses that are elective in nature which are those that do not have articulation agreements and are not likely to transfer. The two-year and four-year faculty should work together to designate support courses that do not articulate directly to the four-year major but provide preparatory experience for a specific major. These courses will count as electives.

**4.3.3. Specialized Associate's Degrees.** Programs of study which include extensive specialized course work, such as the Associate of Pre-Engineering, intended to prepare students to initiate upper-division work in baccalaureate programs. A minimum of 68 and a maximum of 85 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that are less extensive than in AA or AS degrees, and other requirements as established by USHE institutions, are necessary for completion of the degree. Because students do not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general

education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Generally, specialized associate's programs are articulated from two- to four-year majors system-wide.

**4.4. Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees.** Programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the maximum of 126 credit hours to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.4.1. Majors and Minors.** The term "major" refers to the discipline in which the degree resides. The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

**4.4.2. Emphasis.** New "emphases", which have sometimes been called "specializations" or "concentrations," are sent to the Regents for approval. Minors are addressed in 4.4.1.

**4.4.3. General Studies Bachelor's Degrees.** See Appendix E: General Studies Guidelines, for preparation.

**4.5. K-12 School Personnel Programs.** Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel. These programs adhere to an approval procedure which requires the following steps: review by the Commissioner's Academic Affairs staff, the Chief Academic Officers, appropriate officials and faculty from USHE colleges and schools of education, and the PRC; review and approval by the Regents. Following the review procedure, and program approval by the Regents, the Utah State Office of Education will make its recommendation to the State Board of Education, which has the final approval authority over licensure.

**4.6. Master's Degrees.** Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.7. Doctoral Degrees.** Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

**4.8. Fast Track Programs.** Programs approved through the Fast Track procedure. See R401-8.

**4.9. Follow-up Reports on Approved Programs.** All programs approved by the Regents require a report three years after implementation. These reports should be sent to the Commissioner's Academic Affairs staff. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the next agenda. The report should include a short program description, enrollment data over three years, the actual costs over the three year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.2.4 for template.

**R401-5. Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist.** The Commissioner reserves the right to require a more detailed proposal, including a full proposal, for any of the following items if questions or concerns are raised. The OCHE may share these proposals with the institutional CAOs for further approval as needed. If further information is required by the Commissioner, the OCHE will notify the institution within 15 days of the item being received at OCHE. When submitting one of the following items to the OCHE, the institution should use the template found in 10.3.

**5.1. Certificates of Proficiency.** CTE programs of up to 900 clock hours that do not require approval for financial aid.

**5.2. Out-of-Service-Area Delivery of Programs.** Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.

**5.3. Name Changes of Existing Programs.**

**5.4. Transfer, Restructuring, or Consolidation of Existing Programs.**

**5.5. Discontinuation or Suspension of Programs.** If an institution intends to discontinue or suspend a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance or suspension may proceed. After the Commissioner's staff reviews the requests and issues are resolved, the institution should formally notify the Regents with the discontinuance or suspension item for the Regents' agenda.

**5.5.1. Definitions.**

**5.5.1.1. Discontinuation.** Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.

**5.5.1.2. Suspension.** Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

**5.5.2. Student Completion.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period compatible with accreditation standards. This may require

**5.5.2.1.** enrollment of students at other institutions of higher education or

**5.5.2.2.** courses to be taught for a maximum of two years after discontinuation of the program.

**5.5.3. System Coordination.** Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

**5.6. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units.**

**5.7. New Centers, Institutes, or Bureaus.** Administrative entities which perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

**R401-6. Items Approved by Institutional Boards of Trustees with Notice to OCHE.** These items will be the responsibility of the institutional Boards of Trustees. Notice will be sent to OCHE after the Board of Trustees has completed its review and approval process. When providing notice to the OCHE for one of the following items, the institution should use the template found in 10.3 unless otherwise identified.

**6.1. Reinstatement of Previously Suspended Programs.** If circumstances change and an institution plans to restart a suspended program, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the program name and the curricular content are identical to the original program.

**6.2. Cyclical Institutional Program Reviews.** See Policy and Procedures R411.

**6.3. A List of Scheduled Program Reviews.** The annual list of scheduled program reviews are defined in Policy and Procedures R411 including date of review. Notice to the OCHE is due at the beginning of each September.

**6.4. Programs under Development or Consideration.**

**6.4.1. Information.** Each institution shall submit an updated matrix of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months. These planning documents will provide Regents with a continuously updated, system-wide view of the programs that may be brought to them for approval.

**6.4.2. Submission.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix. See 10.3.2 for template.

**6.5. Reinstatement of Previously Suspended Administrative Units.** If circumstances change and an institution plans to resume a suspended administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying both the unit name and structure are identical to the original unit.

**R401-7. Procedure for Submitting New Programs for Regents' Approval.** The procedure for the approval of new programs (see R401-4 for the list) includes the submission of a full proposal to the Regents. To help insure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Typically, CTE programs relate directly to the requirements of business and industry. Thus, programs submitted in this area should have the benefit of consultation from a program advisory committee regarding (1) curriculum, including specific outcome-based competencies; (2) the desired level of faculty qualifications; and (3) equipment and laboratory requirements.

**7.1. Submission of Full Proposal with Executive Summary.** Institutional CAOs will submit electronically a full program proposal with a brief executive summary to the Commissioner's Academic Affairs staff for each new program to initiate the Regents' program approval procedure. See 10.2 for template. For Fast Track programs procedures, refer to R401-8. Confidential information may be submitted to the Commissioner under seal.

**7.1.1. Executive Summary.** See 10.2.1 for detailed explanation and template for the executive summary.

**7.1.2. Full Proposal.** See 10.2.2 for detailed explanation and template for the full program proposal.

**7.1.3. CIP Codes.** When preparing a proposal for submission, the institution must choose an appropriate CIP code.

**7.1.3.1. CIP Codes for All Programs except Apprenticeship Programs.**—Only one CIP code will be accepted per program—which includes all emphases under that program. The only exception is for apprenticeship programs. This CIP code will be recorded by the OCHE for data requests, reporting, and tracking.

**7.1.3.2. CIP Codes for Apprenticeship Programs.** The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

**7.2. Review by the Commissioner's Staff.** Full program proposals with the executive summary will be forwarded to the Commissioner's Academic Affairs staff for review and comment. The financial analysis document will be also reviewed by the Commissioner's Finance staff in order to verify financial data.

**7.3. Review by Council of Chief Academic Officers.** After the Commissioner's staff have reviewed the proposal, it will be posted to the CAOs' website. The CAOs must review and post their comments for response from the other CAOs concerning the full proposal. The Council of Chief Academic Officers will meet, prior to the Council of Presidents' and Regents' meetings, to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, and initial evaluation from the Commissioner's staff. This discussion will be considered by the Commissioner's staff in preparing materials and recommendations for the Regents.

**7.4. Review by Program Review Committee.** Once the CAOs and Commissioner's staff have commented, the program proposal and executive summary and all attendant issues will be forwarded for review by the PRC. The PRC will review the program proposal and accompanying information, raise questions, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In this case, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact one of the consultants and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend.

**7.5. Consideration by Board of Regents.** Program proposals that have been reviewed according to the procedures described in 7.2, 7.3, and 7.4 are placed on the Regents' agenda for consideration by the Regents. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Programs Committee reviews proposals for new programs or program changes and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the committee of the whole.

**7.5.1. Voting for Approval by Board of Regents.** All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new

master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

**7.5.2. Budgetary Considerations Separate from Approval.** Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.

#### **R401-8. New Programs Submitted for Fast Track Approval.**

**8.1. Fast Track Procedure.** Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion greater than 30 semester hours that have been reviewed regionally, may be submitted to the Commissioner for Fast Track approval.

**8.1.1.** The certificate must have been approved by the institution's internal program development and approval procedure.

**8.1.2.** The certificate must have been reviewed through the Regional Planning Process

**8.1.3.** The proposing institution will submit an executive summary and a full proposal to the Commissioner's staff. See 10.2.1 and 10.2.2 for templates.

**8.1.4.** The Commissioner will respond within 15 working days. The Commissioner may approve the program, effective immediately.

**8.1.5.** The program will be placed on the agenda of the next Regents' meeting.

**8.2. Two Year Review of Programs Approved through the Fast Track Procedure.** Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be forwarded to the Regents for the next agenda. The report should include a short program description, the enrollment data, the actual costs over the two year period since the program's implementation, and employment information. The Regents may request additional information as well. See 10.3 for template.

#### **R401-9. Regional Career and Technical Education Planning.**

**9.1. Purpose.** The primary purposes of the Regional CTE Planning procedure are:

**9.1.1.** To plan CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and provide a transition for secondary students into postsecondary programs, and

**9.1.2.** To avoid unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region.

**9.2. CTE Planning Procedure.** Certificates of Proficiency greater than 600 hours needing approval for financial aid, and Certificates of Completion greater than 30 semester hours are subject to the following regional review procedure.

**9.2.1.** The USHE institution must submit a program request to the local CTE Regional Review Committee.

9.2.2. The proposed program must be approved by the USHE Board of Trustees.

9.2.3. The proposal will then be submitted to the Commissioner's Academic Affairs staff for approval and subsequent inclusion on the agenda of the next Regents' meeting.

9.2.4. A letter indicating the result of the Regional Planning Procedure, including the date of the meeting, must be submitted along with the program request.

#### R401-10. Templates.

##### 10.1. General Formatting for Submissions.

10.1.1. All submissions must be written in a formal style, using third person.

10.1.2. All submissions must be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

10.1.3. All submissions must use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

10.1.4. All submissions must have 1" margins.

10.2. **Full Templates for Submitting Items for Regents' Approval.** The templates request information and provide the format to be used when submitting items for Regents' approval.

10.2.1. **Template for Submission of Executive Summary.** The executive summary must not exceed two (2) pages.

**Executive Summary**  
**Higher Education Institution**  
**Degree Type and Title**  
**Day Month Year**

#### **Program Description**

*One paragraph description of the program. Remove italics when using template.*

#### **Role and Mission Fit**

*One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission as set forth in Regents' Policy (R312). Remove italics when using template.*

**Faculty.** *Using the format below, indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track.*

|                                                  |                 |                   |                  |
|--------------------------------------------------|-----------------|-------------------|------------------|
| <i>Number of faculty with Doctoral degrees</i>   | <i>Tenure #</i> | <i>Contract #</i> | <i>Adjunct #</i> |
| <i>Number of faculty with Master's degrees</i>   | <i>Tenure #</i> | <i>Contract #</i> | <i>Adjunct #</i> |
| <i>Number of faculty with Bachelor's degrees</i> | <i>Tenure #</i> | <i>Contract #</i> | <i>Adjunct #</i> |
| <i>Other Faculty</i>                             | <i>Tenure #</i> | <i>Contract #</i> | <i>Adjunct #</i> |



### Market Demand

*One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Remove italics when using template.*

### Student Demand

*One paragraph giving current student demand, which is demonstrated by student surveys, petitions, and detailing potential student's preparation for the program. Remove italics when using template.*

**Statement of Financial Support.** *Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal.)*

|                                        |                          |
|----------------------------------------|--------------------------|
| Legislative Appropriation .....        | <input type="checkbox"/> |
| Grants.....                            | <input type="checkbox"/> |
| Reallocated Funds.....                 | <input type="checkbox"/> |
| Tuition dedicated to the program ..... | <input type="checkbox"/> |
| Other.....                             | <input type="checkbox"/> |

### Similar Programs Already Offered in the USHE

*A list of similar programs already approved and functioning at USHE institutions. Remove italics when using template.*

**10.2.2. Full Template— for Submission of Proposals for New Programs.** Items include submission of proposals for Regional review of new Certificates of Completion, and Regents' review of AA/AS degrees, AAS degrees, specialized associate's degrees, bachelor's degrees, master's degrees, doctoral degrees, and K-12 school personnel programs. This template provides the formats and information to be used when submitting program proposals for review and Regents' action and approval. [Remove italics when using template. Proposals should be concise.]

## Section I: The Request

*Name of Institution* requests approval to offer *Name of Degree* effective *Semester Year*. This program has been approved by the institutional Board of Trustees on *Date*.

## Section II: Program Description

### Complete Program Description

*Present the complete, formal program description. Remove italics when using template.*

### Purpose of Degree

*State why your institution should offer this degree and the expected outcomes. Remove italics when using template.*

### Institutional Readiness

*Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education. Remove italics when using template.*

### Faculty

*Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty*



*development procedures that will support this program. See Requirements in the Institutional Readiness Section. Remove italics when using template.*

#### **Staff**

*List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. See Requirements in the Institutional Readiness Section. Remove italics when using template.*

#### **Library and Information Resources**

*Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources? See Requirements in the Institutional Readiness Section. Remove italics when using template.*

#### **Admission Requirements**

*List admission requirements specific to the proposed program. Remove italics when using template.*

#### **Student Advisement**

*Describe the advising procedure for students in the proposed program. Remove italics when using template.*

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

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. Remove italics when using template.*

#### **External Review and Accreditation**

*Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them. Remove italics when using template.*

#### **Projected Enrollment**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    |                   |              |                          | <i>If applicable</i>      |
| 2    |                   |              |                          |                           |
| 3    |                   |              |                          |                           |
| 4    |                   |              |                          |                           |
| 5    |                   |              |                          |                           |

#### **Expansion of Existing Program**

*If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. Remove italics when using template.*

### **Section III: Need**

#### **Program Need**

*Clearly indicate why such a program should be initiated. Remove italics when using template.*

### Labor Market Demand

*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. Remove italics when using template.*

### Student Demand

*Describe evidence of student interest and demand that supports potential program enrollment. Remove italics when using template.*

### Similar Programs

*Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific. Remove italics when using template.*

### Collaboration with and Impact on Other USHE Institutions

*Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. Remove italics when using template.*

### Benefits

*State how the institution and the USHE benefit by offering the proposed program. Remove italics when using template.*

### Consistency with Institutional Mission

*Explain how the program is consistent with and appropriate to the institution's Regents'-approved mission, roles, and goals. Remove italics when using template.*

## Section IV: Program and Student Assessment

### Program Assessment

*State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. Remove italics when using template.*

### Expected Standards of Performance

*List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. Remove italics when using template.*

## Section V: Finance

### Budget

*Include the Financial Analysis form followed immediately by comments if necessary.*

| Financial Analysis Form for All R401 Documents |        |        |        |        |        |
|------------------------------------------------|--------|--------|--------|--------|--------|
| Students                                       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Projected FTE Enrollment                       |        |        |        |        |        |
| Cost Per FTE                                   |        |        |        |        |        |
| Student/Faculty Ratio                          |        |        |        |        |        |
| Projected Headcount                            |        |        |        |        |        |

| Projected Tuition         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------|--------|--------|--------|--------|--------|
| Gross Tuition             |        |        |        |        |        |
| Tuition to Program        |        |        |        |        |        |
| 5 Year Budget Projection  |        |        |        |        |        |
| Expense                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Salaries & Wages          |        |        |        |        |        |
| Benefits                  |        |        |        |        |        |
| Total Personnel           |        |        |        |        |        |
| Current Expense           |        |        |        |        |        |
| Travel                    |        |        |        |        |        |
| Capital                   |        |        |        |        |        |
| Library Expense           |        |        |        |        |        |
| <b>Total Expense</b>      | \$     | \$     | \$     | \$     | \$     |
| Revenue                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Legislative Appropriation |        |        |        |        |        |
| Grants & Contracts        |        |        |        |        |        |
| Donations                 |        |        |        |        |        |
| Reallocation              |        |        |        |        |        |
| Tuition to Program        |        |        |        |        |        |
| Fees                      |        |        |        |        |        |
| <b>Total Revenue</b>      | \$     | \$     | \$     | \$     | \$     |
| Difference                |        |        |        |        |        |
| Revenue-Expense           | \$     | \$     | \$     | \$     | \$     |

### Funding Sources

*Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants etc. Remove italics when using template.*

### Reallocation

*If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. Remove italics when using template.*

### Impact on Existing Budgets

*If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. Remove italics when using template.*

## 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). Use the following format:*

| Course Prefix & Number | Title     | Credit Hours |
|------------------------|-----------|--------------|
| Core Courses           |           |              |
|                        | Sub-Total |              |
| Elective Courses       |           |              |
|                        | Sub-Total |              |

| Course Prefix & Number        | Title                   | Credit Hours |
|-------------------------------|-------------------------|--------------|
| Track/Options (if applicable) |                         |              |
|                               | Sub-Total               |              |
|                               | Total Number of Credits |              |

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

List all new courses to be developed in the next five years by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

|                            |              |                     |
|----------------------------|--------------|---------------------|
| <i>Prefix &amp; Number</i> | <i>Title</i> | <i>Credit Hours</i> |
| <i>Course Description</i>  |              |                     |

### Appendix B: Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. Remove italics when using template.

### Appendix C: Faculty

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

**10.2.3. Signature Page to Accompany Regents' Proposals.** This signature page, with all appropriate signatures included, should be sent to the Commissioner's staff and kept on file at the proposing institution.

**Institution Submitting Proposal:**

**College, School or Division in Which Program/Administrative Unit Will Be Located:**

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:**

**Program/Administrative Unit Title:**

**Recommended Classification of Instructional Programs (CIP) Code:** \_\_ \_\_ . \_\_ \_\_ \_\_ \_\_

**Certificate, and/or Degree(s) to Be Awarded:**

**Proposed Beginning Date:**

**Institutional Signatures (as appropriate):**

*Department Chair*

*Career and Technical Education Director*

*Chief Academic Officer*

*Dean or Division Chair*

*Graduate School Dean*

*President*

**Date:**

**10.2.4. Template for Three-Year and Two-Year Follow-Up Reports.** The following template will be used to report to the Regents the progress of programs three years following the initial inception of the program or two years following the initial inception of a Fast Track program.

Three- (or Two-) Year Follow-Up Report  
Higher Education Institution  
Degree Type and Title  
Day Month Year

**Program Description**

*One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. Remove italics when using template.*

**Enrollment Data**

*The estimated numbers should have been included as projections in the original request.*

| Enrollment Data       |        |        |        |        |        |        |
|-----------------------|--------|--------|--------|--------|--------|--------|
|                       | Year 1 |        | Year 2 |        | Year 3 |        |
| Students              | Est    | Actual | Est    | Actual | Est    | Actual |
| FTE Enrollment        |        |        |        |        |        |        |
| Cost Per FTE          |        |        |        |        |        |        |
| Student/Faculty Ratio |        |        |        |        |        |        |
| Headcount             |        |        |        |        |        |        |
| Tuition               | Est    | Actual | Est    | Actual | Est    | Actual |
| Tuition to Program    |        |        |        |        |        |        |

**Employment Information**

*Provide employment information on graduates of the program. Remove italics when using template.*

10.3. Abbreviated Templates— for Items to Be Sent to the OCHE. The following templates will be used for items to be sent to the OCHE, including those that are just for notice.

10.3.1. General Template for Items to Be Sent to the OCHE. See R401-5 and R401-6.

**Section I: Request**

*Briefly describe the change. Include the requesting institution. Indicate the primary activities impacted, especially focusing on any instructional activities. Remove italics when using template.*

**Section II: Need**

*Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. Remove italics when using template.*

**Section III: Institutional Impact**

*Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. Remove italics when using template.*

## Section IV: Finances

*What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. Remove italics when using template.*

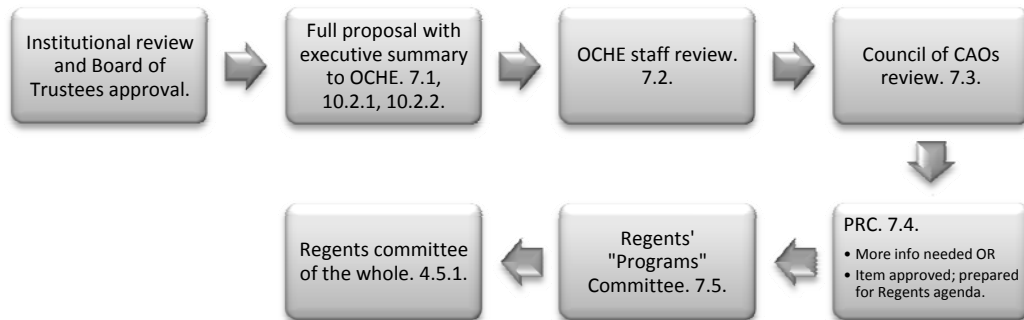
**10.3.2. Template for Submission of Programs under Development or Consideration.** The following information will be sent to the Commissioner's staff for inclusion on the website. It should be updated as needed.

**Programs under Development or Consideration**  
**Higher Education Institution**  
**Day Month Year**

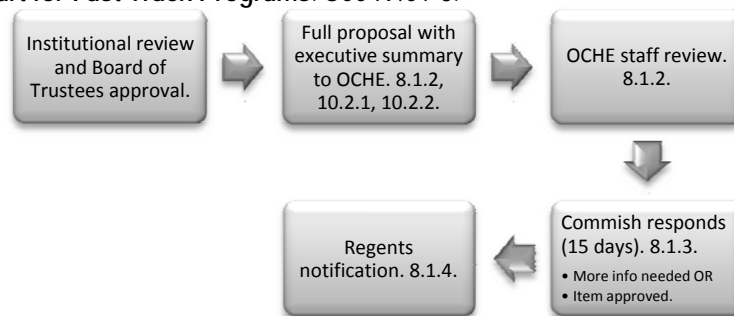
*Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.*

| Program Name | Degree Type | Current Status | Projected for Regents' Agenda |
|--------------|-------------|----------------|-------------------------------|
|              |             |                | <i>Date</i>                   |

## Appendix A: Flow Chart for Items Requiring Regents' Approval. See R401-7.



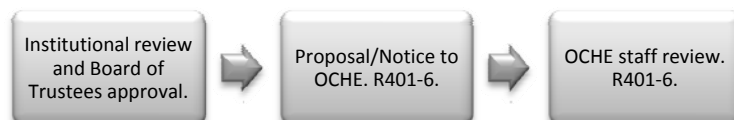
## Appendix B: Flow Chart for Fast Track Programs. See R401-8.



## Appendix C: Flow Chart for Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist. See R401-5.



## Appendix D: Flow Chart for Items Approved by Institutional Boards of Trustees with Notice to OCHE. See R401-6.



## Appendix E: General Studies Guidelines (4.4.3)

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.
2. Define the audiences for this degree including types and needs of students.
3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)
5. Provide evidence that intentionality of student learning is expected and built into the course of study.
6. Show how the proposed degree will require and evaluate curricular coherence.
7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.
8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.
9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.
10. Require a curricular concentration.
11. Clarify how academic oversight will be provided by faculty.
12. State graduation standards.



March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

***A. University of Utah — Discontinuation: The Department of Teaching and Learning in the College of Education AND Restructure: Undergraduate Elementary Education to a Cross-Departmental Program in the College of Education***

**Request:** This request seeks approval to transfer the Elementary Education degree at the University of Utah from the Department of Teaching and Learning to a cross-departmental College of Education program under the oversight of a Teacher Education Governing Board consisting of four Department Chairs and the Dean of the College of Education. In doing so, the College of Education seeks to discontinue the Department of Teaching and Learning. The current faculty have agreed to transfers to other departments. The proposed transfer of the Elementary Education degree to a cross-departmental College of Education program will not impact the program requirements, courses and/or credits for the undergraduate degree, or teacher licensure.

**Need:** The Elementary Education major is a four-year (eight semesters) cross-departmental program. The courses in this major are taught by faculty in each of the departments within the College of Education as well as the College of Fine Arts, College of Science, College of Social and Behavioral Science, and College of Humanities. The program is designed to effectively prepare candidates to work with students across various age and ability levels, and from diverse cultural, linguistic, and socioeconomic backgrounds. The college-wide focus of the Elementary Education degree reflects the vision of the University of Utah to attract and retain a diverse faculty of the highest quality who have the desire and responsibility to provide teacher candidates with the mentoring, coursework, and field experiences that are rigorous and relevant for successful careers in today's schools and communities.

In transferring to a cross-department College of Education degree in Elementary Education, the proposal seeks to establish a Teacher Education Governing Board (TEGB) and a Faculty Advisory Committee on Teacher Education (FACTE).

The TEGB has oversight for (1) curriculum, course design/revision, program requirements, and scheduling for the Elementary Education degree and the professional education core courses/field experiences in the teacher education programs; (2) the appointment, re-appointment review, and promotion of full- or part-time auxiliary faculty appointed at the college level with responsibilities in the Elementary Education program, and the early childhood, elementary, and secondary licensure programs; and (3) national and state accreditation through the content, process and timelines for teacher licensure programs as mandated by the Teacher Education Accreditation Council and the Utah State Office of Education.

The Faculty Advisory Committee for Teacher Education (FACTE) shall be established as a standing advisory committee to the TEGB. As a standing committee for TEGB, the FACTE is charged to (1) advise and make recommendations to the Governing Board on the conceptual framework of the Elementary Education degree and teacher licensure courses/field experiences in meeting the basic tenets of the University's teacher education program; (2) uphold the qualifications, responsibilities, and professional development of full and part-time auxiliary faculty teaching and supervising within early childhood, elementary, and secondary licensure programs; (3) develop the national accreditation program inquiry brief and candidate performance assessments; and (4) attend to any other relevant issues in the implementation of the Elementary Education degree and teacher licensure programs.

**Institutional Impact:** The proposed transfer of the Elementary Education degree to a college-wide program will have no affect on student enrollment or program requirements in the College of Education or university departments/colleges. This administrative structure will not require any new or additional faculty, physical facilities, or equipment.

University students who seek to enter the teacher education program at the graduate level will be required to meet the graduate admission standards of one of the departments within the College of Education, College of Science, College of Fine Arts, College of Social and Behavioral Science, and/or the College of Humanities, as well as be admitted for completion of a teaching license in conjunction with a master's degree in a graduate department.

**Finances:** There are no additional costs associated with the proposal. The transfer of the program and the discontinuation of the department will result in an annual cost savings in the implementation of the University's teacher education programs.

#### ***B. Utah State University – Three-Year Follow-Up Report: PhD in Theory and Practice of Professional Communication***

**Program Description:** The PhD program in Theory & Practice of Professional Communication, in the Department of English in the College of Humanities, Arts and Social Sciences at Utah State University (USU), was designed to fill a growing demand in higher education for PhD-credentialed instructors and researchers in professional communication—including technical, business, scientific, and online communication. This PhD is a natural outgrowth of the USU English Department's 20-year history of working with the relationship between writing and technology in the academy and the workplace. The main purpose of the program is to prepare students for tenure-line teaching and research positions in higher education where they will specialize in workplace communication. Graduates of the program will also be prepared to apply for jobs as communication experts in education and corporate settings.

### Enrollment Data:

| Enrollment Data       |       |        |       |        |       |        |
|-----------------------|-------|--------|-------|--------|-------|--------|
|                       | 06-07 |        | 07-08 |        | 08-09 |        |
| Students              | Est   | Actual | Est   | Actual | Est   | Actual |
| FTE Enrollment        | 8     | 2.7    | 12    | 2.85   | 16    | 3.9    |
| Cost Per FTE          | NA    | 40,315 | NA    | 42,428 | NA    | 13,930 |
| Student/Faculty Ratio | NA    | 1.86   | NA    | 1.29   | NA    | 4.2    |
| Headcount             | NA    | 4      | NA    | 4      | NA    | 6      |
| Tuition               | Est   | Actual | Est   | Actual | Est   | Actual |
| Tuition to Program    |       | 0      |       | 0      |       | 0      |

**Employment Information:** The program admitted its first two PhD students in Fall 2005. One dropped out after her first semester and the other is about to graduate. The student about to graduate has been hired by USU's Department of Mechanical and Aerospace Engineering as a Senior Program Coordinator to oversee the writing of grant proposals, starting in January 2010. After gaining practical experience in this job, he may apply for an academic position at another university in a few years.

Three more students were admitted to this program in Fall 2006. They are all currently working on their dissertations, and should graduate within the next year. They have begun applying for academic positions. No new students were admitted in Fall 2007. Two students were admitted in Fall 2008 and have nearly completed their coursework. Four more students were admitted in Fall 2009. There are currently 10 students actively pursuing their degrees in this program. The original proposal projected that student numbers would reach a plateau at 16. However, the economic downturn and its effect on hiring have resulted in fewer faculty members in the department than when the program was approved. Strategic changes in the department have brought the cost of offering this degree in line. The PhD program in Theory & Practice of Professional Communication should now be sustainable with 6-12 students.

### ***C. Southern Utah University — Name Change: BA in Studio Art to BA in Art AND Reinstatement: BS in Art***

**Request:** (1) Southern Utah University (SUU) requests approval to drop the word "Studio" from the title of the Bachelor of Arts in Studio Art, effective Spring 2010. (2) Southern Utah University requests approval to reinstate a Bachelor of Science in Art degree effective Summer 2010. The BS in Art was dropped in 2005 when the new BFA degree in Art was established. These requests were approved by the SUU Trustees in December 2009.

The BS in Art is identical to SUU's current BA in Art with two exceptions: (1) It eliminates the 16-credit requirement in foreign language, and (2) adds a 12-credit requirement in mathematics and/or laboratory sciences. This is the standard difference between BS and BA degrees at SUU. In all other respects, the degree is identical to SUU's BA in Art. The BS in Art will require 36 to 37 credits in General Education, 46 credits in art, design, and art history, and 37-38 elective credits, which total 120 credits. At least 104 of 120 credits, or 87 percent of the degree requirements, are identical to the existing BA in Art. The math/science requirements may be met in a combination of courses in General Education or electives. After a foundation of art and design classes, the students are free to select courses, at their discretion, in graphic design, photography, illustration, painting, drawing, printmaking, ceramics, and/or sculpture. The students must earn 40 upper-division credits.

**Need:** (1) The word “Studio” is confusing students and advisors because it is very similar to the title of the BFA in Studio Art. The BA in Art and the BFA in Art are two distinct degrees.

(2) Reinstating the BS in Art will facilitate students graduating in four years in the event they do not demonstrate the potential to meet the standards required of the BFA degree. Students not accepted into the BFA program often have difficulty fulfilling the four-semester language requirement of the BA degree in a timely manner. However, completion of the BS degree in Art in four semesters is feasible for a student.

The reinstated BS degree fits the National Association of Schools of Art and Design (NASAD) purpose and outcomes for BS Liberal Arts degree programs, “The degree focus is breadth of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. Art/design study is also general; there is little or no specialization.” The reinstated BS in Art will allow SUU to raise the standard of excellence in the BFA degree, making it more selective and, at the same time, it will have the important benefit of reducing demand on upper-division classes in the Department of Art and Design. The reinstated BS will be approximately 35 fewer credits than are required in a BFA degree. Most of those 35 credits would become elective credits for the student and thus could be taken in other departments.

The Department of Art and Design at SUU has seen significant growth in recent years. The headcount of Art and Design majors and the overall department SCH is shown below.

| YEAR                 | 05-06 | 06-07 | 07-08  | 08-09  |
|----------------------|-------|-------|--------|--------|
| SCH                  | 2137  | 2960  | 3333.5 | 3359.5 |
| FTE Majors Headcount | 135   | 171   | 196    | 226    |

Other BS in Art degrees in Utah are offered at Utah State University, Weber State University, and Utah Valley University.

**Institutional Impact:** (1) Dropping the word “Studio” from the BA degree and (2) re-instating the BS in Art will place no additional programmatic resource demands on faculty, staff, or facilities.

(1) The single word deletion in the title of the BA in Art will have no institutional impact beyond what is stated above. (2) The BS in Art does not increase demands on institutional readiness in any way. It requires fewer resources, fewer faculty, and reduces demand for classes in the Department of Art and Design because it requires 46 credits in art, design, and art history, as opposed to the approximately 81 credits required by the BFA degree. Existing administrative structures will be used without any additional cost. No new institutional units will be created. The availability of the reinstated degree will reduce demand on facilities used by the Department of Art and Design. There is no new equipment required. It is not anticipated that these proposals, if approved, will impact any of the other programs in the state.

**Finances:** There are no additional budget resources needed by dropping the word “Studio” from the BA in Art degree or reinstating the BS in Art.

#### **D. Utah Valley University**

##### **i. Discontinuation: Diploma in Air Conditioning and Refrigeration Technology**

**Request:** The purpose of this request is to remove the Air Conditioning and Refrigeration Technology (ACRT) Diploma from the record of programs available at Utah Valley University (UVU). The ACRT program, as a whole, has not had student enrollment and was officially terminated in May 2009 by the Board of Regents. The ACRT Diploma was originally approved for deletion by the UVU Board of Trustees on March 18, 2004; however, the Board of Regents was not informed of this action. This proposal is intended to rectify that oversight. The UVU Board of Trustees was notified of this action on October 14, 2009.

**Need:** The ACRT program was discontinued primarily for lack of enrollment. The diploma described in this request was overlooked and there are no students enrolled in the program or related courses. Courses in ACRT are no longer offered at UVU, nor do they appear on the UVU website or in the course catalog.

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician programs are still offered in Utah in both public and private institutions.

According to the Bureau of Labor Statistics<sup>1</sup>, an apprenticeship or technical training is not required for HVAC technicians, although it is preferred. Throughout the learning process, technicians may have to take a number of tests that measure their skills. Previous HVAC students were primarily interested in certifications rather than a degree.

**Institutional Impact:** The ACRT programs have all been discontinued at UVU as previously described. The only remaining faculty member continued to teach courses in other construction related programs before retiring in May 2009.

**Finances:** The proposed request has no bearing of finances for UVU. The program is no longer offered and has no students enrolled or faculty assigned to teach courses. The lab facilities that previously housed the ACRT program now house the new Construction Management program.

##### **ii. Discontinuation: BS in Early Childhood Education in the Department of Elementary Education**

**Request:** The School of Education at Utah Valley University (UVU) requests the discontinuance of the Bachelor of Science (BS) degree in Early Childhood Education (ECE). This action was approved by the UVU Board of Trustees on August 13, 2009.

**Need:** When UVU's teacher education program was developed in 1996, there was a single baccalaureate degree in Elementary Education and two licensure options. Students could graduate with a BS degree in Elementary Education and qualify for a license to teach grades one through eight (1-8) or, if individuals wanted to teach kindergarten, they would earn a BS in Elementary Education, a 1-8 license, and take an additional 16 hours of coursework to qualify for a kindergarten through eighth grade (K-8) inclusive license. In 2002, an Early Childhood Education baccalaureate degree was developed which would lead to a BS

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<sup>1</sup> <http://www.bls.gov/oco/ocos192.htm>

degree in Early Childhood Education and a kindergarten through third grade (K-3) license. This was done to allow students who wished to teach kindergarten, or who had interest in only teaching the primary grades, to graduate with the necessary license without taking the extra hours for the K-8 inclusive license.

In 2008, the Utah State Office of Education modified the scope of the teaching licenses that could be offered at Utah universities to include a kindergarten through sixth grade (K-6) license. The faculty chose to act in accordance with the state's direction by restructuring the elementary education program to offer the K-6 license as the only license associated with the baccalaureate in Elementary Education. With the new license structure there is no need to require the additional coursework that would lead to the K-8 inclusive license or to provide a separate BS degree in Early Childhood Education, since the primary grade curriculum, pedagogy, and development were included in the coursework that leads to the K-6 license.

Furthermore, since the ECE degree program was developed, the School of Education has never actually offered the degree because the student demand has not been high enough to justify teaching classes for the ECE degree, the School does not have sufficient faculty to cover the courses, and partnership district principals have indicated they would prefer that graduates hold a K-6 license.

Students who complete the associate's degree in Early Childhood Education are typically those who show some interest in teaching kindergarten or the primary grades and a few have interest in the BS degree in Early Childhood Education. Table 1 lists the number of students who have completed the ECE associate's degree since 2004. The low numbers illustrate the difficulty the School has encountered when trying to offer a BS in Early Childhood Education.

|                                  | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|----------------------------------|-------|-------|-------|-------|-------|
| ECE associate's degree graduates | 16    | 6     | 11    | 9     | 8     |

**Institutional Impact:** Because the program has never been offered, this change will have no affect on enrollments, instructional programs, or the administrative structure. The School of Education will continue to offer a one-year certificate in Early Care and Education and an Associate of Science degree in Early Childhood Education.

**Finances:** This change will have no budgetary impact.

iii. ***Discontinuation: AAS in Finance and Banking in the Department of Finance and Economics***

**Request:** The Utah Valley University (UVU) Department of Finance and Economics and the Woodbury School of Business request that the AAS in Finance and Banking degree be discontinued. The degree was deleted effective Fall 2003; however, this change was never formalized with the Board of Regents. This proposal is intended to rectify that oversight. This action was approved by the UVU Board of Trustees on March 18, 2004.

**Need:** This degree has been deactivated for several years. The major purpose of the degree was to give students attending the institution prior to the time when bachelor's degrees were offered, a target to finish their educational program at another point in time. Students desiring a Finance degree are now enrolled in the bachelor's degree program.

**Institutional Impact:** Because the program has been deactivated for several years, there will be no institutional impacts.

**Finances:** There will be no financial impacts by formalizing this discontinuation.

iv. *Discontinuation: AS in Finance and Banking in the Department of Finance and Economics*

**Request:** The Utah Valley University (UVU) Department of Finance and Economics and the Woodbury School of Business respectfully request that the AS in Finance and Banking degree be discontinued. The degree was deleted effective Fall 2004; however, this change was never formalized with the Board of Regents. This proposal is intended to rectify that oversight. This action was approved by the UVU Board of Trustees on March 18, 2004.

**Need:** This degree has been deactivated for several years. The major purpose of the degree was to give students attending the institution prior to the time when bachelor's degrees were offered, a target to finish their educational program at another point in time. Students desiring a Finance degree are now enrolled in the bachelor's degree program.

**Institutional Impact:** Several years ago, the program experienced declining enrollments. With the availability of the bachelor's degree, the AS in Finance and Banking was no longer necessary.

**Finances:** There will be no financial impacts by formalizing this discontinuation.

v. *Three-Year Follow-Up Report: BA/BS in Communication*

**Program Description:** A baccalaureate degree in Communication was approved by the Board of Regents on July 28, 2006. The bachelor's degrees in Communication offer a mix of applied, historical, critical and theoretical courses in Communication, with an emphasis on engaged learning through internships, "hands-on" production of print and broadcast journalism, internships, and capstone projects. The curriculum is designed to offer students a solid undergraduate education that is consistent with the standard requirements of other accredited programs nationwide.

During the Spring 2009 semester, the Utah Board of Regents approved significant changes to the original baccalaureate program, effective Fall semester 2009. Modifications were necessary due to exponential growth of the program and in order to better meet national accreditation practices. The most significant modification was replacing the Theory and Practice emphasis with the Speech Communication emphasis.

**Enrollment Data:** Enrollment in the program has grown steadily and at a much higher pace than was anticipated when the major was created. This has resulted in a faculty-to-student ratio that is far below that of any other discipline in the college. The current tenure-track/tenured faculty-to-student ratio in the major is approximately 133-1 (100-1 when the two positions that will open this Fall are filled). Addressing this dearth of faculty resources remains the greatest challenge for the program.

| Enrollment Data       |          |          |          |           |          |           |
|-----------------------|----------|----------|----------|-----------|----------|-----------|
|                       | 06-07    |          | 07-08    |           | 08-09    |           |
| Students              | Est      | Actual   | Est      | Actual    | Est      | Actual    |
| FTE Enrollment        | 11.67    | 28.9     | 16.77    | 71.40     | 17.93    | 102.8     |
| Cost Per FTE          | \$5,256  | \$1,915  | \$5,423  | \$2,339   | \$5,656  | NA        |
| Student/Faculty Ratio | 17       | 26.27    | 17       | 35.88     | 14       | NA        |
| Headcount             | 35       | 56       | 60       | 266       | 65       | 453       |
| Tuition               | Est      | Actual   | Est      | Actual    | Est      | Actual    |
| Tuition to Program    | \$30,109 | \$81,267 | \$43,267 | \$214,200 | \$46,259 | \$369,463 |

**Employment Information:** Employment data regarding the program's graduates is not available at this time. Efforts are underway to create a database of employment information in order to facilitate internships for current students, as well as potential employment opportunities for new graduates.

vi. *Three-Year Follow-Up Report: BS in Forensic Science*

**Program Description:** The Bachelor of Science (BS) degree in Forensic Science (FS) was approved on April 21, 2006, to start Fall 2006.

CJ 1350, Introduction to Forensic Science, an existing course and the first course in the Forensic Science sequence, was taught Fall 2006. The first new Forensic Science course, CJ 3880, Professional Practices of a Forensic Scientist, was taught the following semester in January 2007.

The Forensic Science BS prepares students for careers such as specialized crime scene investigators and crime laboratory technicians at local and county level law enforcement agencies, and as members of crime scene investigation teams and scientific analysts in state and federal laboratories. The degree also encourages student research and supports in-service training for active forensic science professionals. Criminal Justice students have greatly benefited from the Forensic Science program, which has enhanced their credentials with crime scene skills. The Forensic Science program engages law enforcement agencies along the Wasatch Front.

Five students majoring in Forensic Science have served or are serving internships with law enforcement agencies in both Utah and Salt Lake Counties, including the Salt Lake City Police Crime Lab, Utah Bureau of Forensic Services, and Orem City Police Department. The Forensic Science program has attracted substantial federal and state funds to remodel, furnish, and equip an existing space into a new laboratory dedicated for teaching forensic science. Research conducted in this laboratory has resulted in student presentations at the Utah Conference for Undergraduate Research, the National Conference for Undergraduate Research in Wisconsin, and at the Annual Meeting of the American Academy of Forensic Sciences in Washington, D.C.

In March 2009, the laboratory was the site for a three-day firearms seminar in serial number restoration. This seminar provided in-service training for active firearms examiners. The seminar was taught by a professional firearms instructor from the Federal Bureau of Alcohol, Tobacco, Firearms and Explosives, and was co-hosted by the Salt Lake City Police Department and the UVU Forensic Science Program. Nine examiners from Utah and two from Tennessee attended the seminar.



## Enrollment Data

| Enrollment Data       |         |         |         |         |         |        |
|-----------------------|---------|---------|---------|---------|---------|--------|
|                       | 06-07   |         | 07-08   |         | 08-09   |        |
| Students              | Est     | Actual  | Est     | Actual  | Est     | Actual |
| FTE Enrollment        | 12      | 115     | 25      | 139     | 29      | 84     |
| Cost Per FTE          | \$6,757 | \$1,399 | \$4,000 | \$2,065 | \$5,102 | 0      |
| Student/Faculty Ratio | 11.00   | 14.28   | 13.00   | 15.37   | 12.00   | NA     |
| Headcount             | 22      | 16      | 48      | 35      | 56      | 48     |
| Tuition               | Est     | Actual  | Est     | Actual  | Est     | Actual |
| Tuition to Program    | 2,580   | 2,812   | 2,580   | 3,000   | 2,580   | 3,594  |

**Employment Information:** Two students have graduated from this program, both in April 2009. One is presently interning at the Salt Lake City Police Department, Crime Scene Investigation Unit. The other graduated with a BS in Forensic Chemistry and has since entered the PhD program at UC Riverside.

### *vii. Three-Year Follow-Up Report: BS in Information Systems*

**Program Description:** The Board of Regents approved the Bachelor of Science (BS) in Information Systems (IS) program March 2006, and the program started admitting students Fall 2006. This program prepares students to become IS professionals. Graduates develop and deploy enterprise-level systems to meet organizational needs. The focus is on leveraging business technology for strategic advantage. The IS bachelor's programs includes a significant business component, preparing students for careers as applications software developers, business systems information architects, consultants, e-business developers, information systems auditors, programmer/analysts, systems analysts, and web designer/programmers.

## Enrollment Data

| Enrollment Data       |         |         |         |         |         |         |
|-----------------------|---------|---------|---------|---------|---------|---------|
|                       | 06-07   |         | 07-08   |         | 08-09   |         |
| Students              | Est     | Actual  | Est     | Actual  | Est     | Actual  |
| FTE Enrollment        | 13      | 264     | 22      | 136     | 25      | 147     |
| Cost Per FTE          | \$1,277 | \$3,944 | \$1,125 | \$5,747 | \$1,088 | NA      |
| Student/Faculty Ratio | 22      | 17.82   | 24      | 22.01   | 25      | NA      |
| Headcount             | 30      | 31      | 60      | 48      | 65      | 75      |
| Tuition               | Est     | Actual  | Est     | Actual  | Est     | Actual  |
| Tuition to Program    | \$2,580 | \$2,812 | \$2,580 | \$3,000 | \$2,580 | \$3,594 |

**Employment Information:** Twelve students graduated from the Information Systems program during the first three years of its existence. Seven of these graduates responded to our survey request. All of the respondents to our Alumni Graduate Survey are currently employed in computing occupations related to Information Systems in mid-to advanced-level positions. Most of the graduates currently work in Utah.

### *viii. Three-Year Follow-Up Report: BS in Music Education*

**Program Description:** The Bachelor of Science (BS) in Music Education is a four-year degree program consisting of courses in music skills development, music education, and performance, alongside courses leading to a license from the State of Utah. This program was approved by the Board of Regents on July 28, 2006, and began admitting students Fall 2006. Several students who had previously matriculated in the

Associate of Science in Music programs transferred into the four-year program. The first graduates of the Music Education program received their degrees in Spring 2009.

**Enrollment Data:** UVU does not allocate tuition revenue to programs/departments. A calculated gross tuition line has been added to the table for comparison purposes only.

| Enrollment Data for Upper-Division Courses |         |          |          |           |          |           |
|--------------------------------------------|---------|----------|----------|-----------|----------|-----------|
|                                            | 06-07   |          | 07-08    |           | 08-09    |           |
| Students                                   | Est     | Actual   | Est      | Actual    | Est      | Actual    |
| FTE Enrollment                             | 0.80    | 19.94    | 6.13     | 36.54     | 16.87    | 38.53     |
| Cost Per FTE                               | \$5,231 | \$4,231  | \$2,100  | \$3,852   | \$5,205  | NA        |
| Student/Faculty Ratio                      | 4.00    | 15.34    | 10.00    | 17.40     | 14.00    | NA        |
| Headcount                                  | 10      | 4        | 25       | 137       | 40       | 217       |
| Music Education Majors                     |         | 0        |          | 35        |          | 72        |
| Music Education Graduates                  |         | 0        |          | 0         |          | 6         |
| Tuition                                    | Est     | Actual   | Est      | Actual    | Est      | Actual    |
| Tuition (rate)                             | \$2,580 | \$2,812  | \$2,580  | \$3,000   | \$2,580  | \$3,594   |
| Tuition to Program                         | NA      | NA       | NA       | NA        | NA       | NA        |
| Calculated Gross Tuition                   | \$2,064 | \$56,071 | \$15,815 | \$109,620 | \$43,525 | \$138,477 |

**Employment Information:** A total of six music education students have graduated since the program was implemented. Two hold full-time music positions at public schools, one holds a full-time music position at a private school, one works full-time at a firm specializing in advertising technology, and two are full-time mothers.

#### ix. *Three-Year Follow-Up Report: BA/BS in Music*

**Program Description:** The Bachelor of Arts (BA) and Bachelor of Science (BS) in Music are four-year degree programs in the liberal arts. These programs consist of courses in music skills development, performance, and upper-division music electives, with an added language component in the BA program. These programs were approved by the Board of Regents on July 28, 2006, and began admitting students Fall 2006. Several students who had previously matriculated in the Associate of Science in Music programs transferred into the four-year programs. The first graduates of the four-year programs received their degrees in Spring 2007.

**Enrollment Data:** UVU does not allocate tuition revenue to programs/departments. A calculated gross tuition line has been added to the table for comparison purposes only.

| Enrollment Data for Upper-division Courses |         |          |          |           |          |           |
|--------------------------------------------|---------|----------|----------|-----------|----------|-----------|
|                                            | 06-07   |          | 07-08    |           | 08-09    |           |
| Students                                   | Est     | Actual   | Est      | Actual    | Est      | Actual    |
| FTE Enrollment                             | 0.80    | 19.94    | 6.13     | 36.54     | 16.87    | 38.53     |
| Cost Per FTE                               | \$5,231 | \$4,231  | \$2,100  | \$3,852   | \$5,205  | NA        |
| Student/Faculty Ratio                      | 4.00    | 15.34    | 10.00    | 17.40     | 14.00    | NA        |
| Headcount                                  | 10      | 4        | 25       | 137       | 40       | 217       |
| BA/BS Majors                               |         | 4        |          | 102       |          | 145       |
| BA/BS Graduates                            |         | 2        |          | 8         |          | 15        |
| Tuition                                    | Est     | Actual   | Est      | Actual    | Est      | Actual    |
| Tuition (rate)                             | \$2,580 | \$2,812  | \$2,580  | \$3,000   | \$2,580  | \$3,594   |
| Tuition to Program                         | NA      | NA       | NA       | NA        | NA       | NA        |
| Calculated Gross Tuition                   | \$2,064 | \$56,071 | \$15,815 | \$109,620 | \$43,525 | \$138,477 |

**Employment Information:** A total of 25 students have graduated since the program was implemented. The Department of Music has been able to track 22 of those graduates. One graduate is employed full-time in the public school system, two are employed in private schools, one is self-employed as a theatre and film score writer, one owns and operates a recording studio, one is the music director at a residential treatment center, eight are employed in non-music areas (including dental hygiene, nursing, technology), one is attending graduate school, two are preparing for graduate school, one is serving an LDS mission, and six (among three others already listed) have private studios.

**x. Three-Year Follow-Up Report: BA/BS in Political Science**

**Program Description:** The Utah Valley University (UVU) Political Science program, approved by the Regents in April 2006, began admitting students in the Fall of 2006. The program offers Bachelor of Art and Bachelor of Science degrees in Political Science, with emphases in American Government, International Relations, and Political Philosophy/Public Law, as well as a minor in Political Science. Five tenured/tenure-track instructors and one permanent lecturer make up the faculty, offering upper-division courses in the disciplines of American government, constitutional studies, public policy, and international relations. The program also offers general education courses, including the Utah legislature-mandated POLS 1000 – American Heritage.

**Enrollment Data:** The program has seen significant increases in the number of upper-division students and graduating students each year.

UVU does not allocate tuition revenue to programs/departments. A calculated gross tuition line has been added to table for comparison purposes only.

| Enrollment Data for Upper-Division Courses |           |          |           |           |           |           |           |
|--------------------------------------------|-----------|----------|-----------|-----------|-----------|-----------|-----------|
|                                            | 05-06     | 06-07    |           | 07-08     |           | 08-09     |           |
| Students                                   |           | Est      | Actual    | Est       | Actual    | Est       | Actual    |
| FTE Enrollment                             | 81.00     | 30.00    | 90.27     | 70.17     | 123.74    | 75.83     | 127.20    |
| Cost Per FTE                               | \$3,229   | \$2,630  | \$1,485   | \$1,615   | \$2,394   | \$1,575   | NA        |
| Student/Faculty Ratio                      | 20.05     | 22.00    | 11.85     | 23.00     | 23.93     | 24.00     | NA        |
| Headcount                                  | 0         | 50       | 66        | 110       | 144       | 120       | 218       |
| Graduates (Bachelor's degrees)             | 0         | NA       | 1         | NA        | 17        | NA        | 24        |
| Tuition                                    |           | Est      | Actual    | Est       | Actual    | Est       | Actual    |
| Tuition (rate)                             | \$2,580   | \$2,580  | \$2,812   | \$2,580   | \$3,000   | \$2,580   | \$3,594   |
| Tuition to Program                         | NA        | NA       | NA        | NA        | NA        | NA        | NA        |
| Calculated Gross Tuition                   | \$208,980 | \$77,400 | \$253,839 | \$181,039 | \$371,220 | \$195,641 | \$457,157 |

\*Includes History and Political Science

**Employment Information:** At least four graduates have gone on to law schools, at least one to other graduate programs, and others have successful careers in government and higher education.

**xi. Three-Year Follow-Up Report: BA/BS in Theatre Arts**

**Program Description:** The UVU Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Theatre Arts were approved on April 21, 2006, and students were first admitted to the programs in Fall 2006. These programs are 120-credit-hour liberal arts programs in theatre practice and theory. While there are no official

emphases, students are encouraged to select one of two tracks: (1) breadth, for a broadly-based education in all aspects of theatre, or (2) depth, where students focus more narrowly in performance, directing, and playwriting or in the design and technical aspects of theatre.

### Enrollment Data

| Enrollment Data          |         |          |          |          |          |          |           |
|--------------------------|---------|----------|----------|----------|----------|----------|-----------|
|                          | 05-06   | 06-07    |          | 07-08    |          | 08-09    |           |
| Students                 |         | Est      | Actual   | Est      | Actual   | Est      | Actual    |
| FTE Enrollment           | 2.6     | 14.40    | 18.07    | 29.73    | 18.13    | 31.87    | 32.07     |
| Cost Per FTE*            | \$4,277 | \$2,564  | \$4,036  | \$3,865  | \$4,866  | \$3,757  | NA        |
| Student/Faculty Ratio    | 6.34    | 21.00    | 8.77     | 15.00    | 7.85     | 16.00    | NA        |
| Headcount                | 0       |          | 37       |          | 82       |          | 110       |
| Graduates                | 0       | NA       | 0        | NA       | 2        | NA       | 4         |
| Tuition                  |         | Est      | Actual   | Est      | Actual   | Est      | Actual    |
| Tuition (rate)           | \$2,580 | \$2,580  | \$2,812  | \$2,580  | \$3,000  | \$2,580  | \$3,594   |
| Tuition to Program**     | NA      | NA       | NA       | NA       | NA       | NA       | NA        |
| Calculated Gross Tuition | \$6,708 | \$37,152 | \$50,813 | \$76,703 | \$54,390 | \$82,225 | \$115,260 |

\*All Theatre (lower and upper-division)

\*\*UVU does not allocate tuition revenue to programs/departments. A calculated gross tuition line has been added to the table for comparison purposes.

**Employment Information:** Two students graduated in Summer 2009 and are not reflected in the table above. Of those represented, two students work outside the theater career field, one student acts and models, one student writes movie reviews, one student studied theater in England and is applying for a theater graduate program, one student acts, one student is a drama teacher, and another student acts in a community theater.

### *xii. Three-Year Follow-Up Report: BS in Theatre Education*

**Program Description:** The Utah Valley University (UVU) Bachelor of Science in Theatre Education degree, a 120-credit-hour curriculum, consists of a core of theatre courses totaling 43 credits, which includes a secondary teaching methods course. The core is designed to meet or exceed subject matter requirements for secondary education licensure in Theatre. Students must maintain an overall grade point average of 2.75 or above with no grade lower than a B- in secondary education courses and no grade lower than a C+ (2.40) in theatre major courses.

This program was approved on April 21, 2006, and students were first admitted to the program Fall 2006.

## Enrollment Data

| Enrollment Data          |         |          |          |          |          |          |           |
|--------------------------|---------|----------|----------|----------|----------|----------|-----------|
|                          | 05-06   | 06-07    |          | 07-08    |          | 08-09    |           |
| Students                 |         | Est      | Actual   | Est      | Actual   | Est      | Actual    |
| FTE Enrollment           | 2.6     | 14.40    | 18.07    | 29.73    | 18.13    | 31.87    | 32.07     |
| Cost Per FTE*            | \$4,277 | \$2,564  | \$4,036  | \$3,865  | \$4,866  | \$3,757  | NA        |
| Student/Faculty Ratio    | 6.34    | 21.00    | 8.77     | 15.00    | 7.85     | 16.00    | NA        |
| Headcount                | 0       |          | 9        |          | 26       |          | 37        |
| Graduates                | 0       | NA       | 0        | NA       | 1        | NA       | 3         |
| Tuition                  |         | Est      | Actual   | Est      | Actual   | Est      | Actual    |
| Tuition (rate)           | \$2,580 | \$2,580  | \$2,812  | \$2,580  | \$3,000  | \$2,580  | \$3,594   |
| Tuition to Program**     | NA      | NA       | NA       | NA       | NA       | NA       | NA        |
| Calculated Gross Tuition | \$6,708 | \$37,152 | \$50,813 | \$76,703 | \$54,390 | \$82,225 | \$115,260 |

\*All Theatre (lower and upper-division)

\*\*UVU does not allocate tuition revenue to programs/departments. A calculated gross tuition line has been added to the table for comparison purposes.

**Employment Information:** One student is employed outside the theater career field but is currently seeking a teaching position, and three students teach drama and choir.

## Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/AMH

March 24, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

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

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

***A. Weber State University — Name Change: AAS Degree in Emergency Care and Rescue to AAS Degree in Paramedic Studies***

**Request:** Weber State University (WSU) proposes the AAS degree in Emergency Care and Rescue (EC&R) be renamed AAS degree in Paramedic Studies. Upon a review of other paramedic programs in the nation, this name is recognizable, common, and easily transferable. No current prerequisites or paramedic courses would be changed with this request.

**Need:** Thirty-five years ago when the EC&R Department was started, it offered a departmental certificate of completion for paramedic and the AAS degree entitled Emergency Care and Rescue. In 2003, the EC&R Department formalized the completion of the certificate program with an institutional certificate in Paramedic.

For many years, students elected to receive the departmental paramedic certificate and state certification prior to completing Emergency Care and Rescue AAS because this was required by their employers.

The student mix has now shifted. Most students are now completing the AAS degree after four semesters and bypassing the institutional certificate in Paramedic. Thus, their transcript and diploma do not indicate they have ever passed the Paramedic portion of the program which is generally needed for certification and licensure. Students have indicated a reluctance to apply to two programs and to pay for both the institutional certificate and AAS degree in Emergency Care and Rescue.

**Institutional Impact:** This change will have no effect on other programs, departments or colleges and no effect on administrative structure, faculty, physical facilities or equipment.

**Finances:** This is a budget neutral change with no effect on other programs, departments or colleges.

## **B. *Southern Utah University***

### **i. *New Minor: Anthropology***

**Request:** Southern Utah University (SUU) requests approval of an 18 credit-hour Anthropology minor in the College of Humanities and Social Sciences, beginning Fall 2010. All courses necessary for the minor are already taught. These include the three required, foundation courses of ANTH 1010, ANTH 1020, and ANTH 2030, and an additional seven elective course offerings in Anthropology. The proposal to establish the minor was approved by the SUU Trustees on December 4, 2009.

**Need:** In order to better serve the academic needs of students, SUU proposes integrating several courses already offered under the umbrella of a minor in Anthropology. Students pursuing the Anthropology minor at SUU will be exposed to a four-field approach that emphasizes Anthropology's dominant sub-disciplines: archaeology, cultural anthropology, linguistics, and biological anthropology. They will master research, critical reasoning, and oral and written communication skills designed to prepare them for life and work in an increasingly multicultural world.

**Institutional Impact:** There is no anticipated negative impact on existing administrative structures in the College of Humanities and Social Sciences. Existing faculty, physical resources, and equipment are adequate to support the minor. A positive impact will include enriching the curricular offerings at SUU.

**Finances:** No additional costs are anticipated as Anthropology faculty, courses, library, and laboratory and office spaces are already in place. In fact, the presence of an Anthropology minor may help attract funding from federal institutions interested in partnership programs with SUU, such as the BLM, the Forest Service, the BIA, and the NPS.

### **ii. *Name Change: Department of Foreign Languages and Humanities to Department of Foreign Languages and Philosophy***

**Request:** Southern Utah University's Department of Foreign Languages and Humanities proposes changing its name to the Department of Foreign Languages and Philosophy. This change will better reflect the course offerings in the department. The change would be effective Summer 2010. This request was approved by the SUU Trustees in December 2009.

**Need:** The Philosophy minor was added in 2007. However, it became apparent that students were having difficulty identifying the location of the philosophy course work under the more generic title of the Humanities section of the Foreign Languages department. Making the title change will raise the visibility of the Philosophy minor in the department and the university.

**Institutional Impact:** The name change should help promote the visibility of an important curricular area in the College of Humanities and Social Sciences. There is already a full-time faculty member assigned to Philosophy. No new faculty will be required.

**Finances:** There will be no budgetary impact from the name change.

### *iii. New Certificate: Leadership*

**Request:** The Southern Utah University (SUU) College of Humanities and Social Sciences seeks approval to offer a certificate in Leadership, beginning Fall 2010, that draws an interdisciplinary array of existing coursework from its undergraduate programs. This request was approved by the SUU Trustees in December 2009.

**Need:** The College of Humanities and Social Sciences (HSS) at SUU revised its mission and vision statements in 2008-09 to focus on the concept of leadership as part of its educational philosophy. A liberal arts education includes holistic knowledge, critical thinking and communication skills, and an understanding of global citizenship. This broad array of educational experiences and understandings together create the next generation of leaders who will make impacts – large and small – on the communities they serve. The certificate in Leadership takes the College's hallmark signature and operationalizes it through coursework from across the College. Thus, students will engage the leadership concept and practices through a variety of different disciplinary perspectives.

**Institutional Impact:** Because the Certificate draws from programs across the College, it will be housed under the administrative umbrella of the College. The only foreseeable impact may be in somewhat higher enrollments per course (though this will be modest since there is considerable course variety to choose from). The Certificate curriculum is appropriately flexible and should not create any course availability bottlenecks.

**Finances:** The program should not require additional cost, as faculty teaching these courses would do so as part of their regular teaching workload within their majors.

### *iv. Certificate Change: International Relations*

**Request:** Southern Utah University (SUU) requests the certificate of International Relations be made available to all students pursuing a bachelor's degree, not just students seeking the Bachelor of Arts degree, beginning Summer 2010. This request was approved by the SUU Trustees in December 2009.

**Need:** In keeping with articulation, this change aligns the SUU certificate of International Relations with other institutions, such as the University of Utah.

**Institutional Impact:** The International Relations certificate is earned by taking existing classes in various disciplines, not classes specific to the International Relations certificate. Allowing all undergraduate students the option of a certificate will not affect the enrollment numbers in the program but will allow the students the option of a certificate to go along with their degree.

**Finances:** There will be no budgetary impact from this change.



**C. Dixie State College of Utah – New Emphasis: BS in the Integrated Studies with Emphasis in Criminal Justice**

**Request:** Dixie State College of Utah (DSC) requests a new Criminal Justice emphasis within the Bachelor of Integrated Studies (BA/BS) degree, effective Spring 2010. This emphasis was approved by the DSC Board of Trustees on November 20, 2009.

**Need:** The need driving this emphasis comes from the nature of the criminal justice discipline and the flexibility of the Integrated Studies degree, both of which are influenced by student interests and market forces. This emphasis provides such students an opportunity to specialize in criminal justice and another significant supporting area essential to preparation for a career in criminal justice, including Spanish, technology, psychology, communication, biology, or even English. The nature of an Integrated Studies degree answers some unique needs in the criminal justice field, both locally and nationwide. For example, with the increase in Hispanic population in Utah comes a rising need for Criminal Justice professionals who are fluent in Spanish. This emphasis gives the Criminal Justice student a chance to earn a degree that develops knowledge and skills in both Criminal Justice and Spanish. In a similar way, the rapid growth of technological crime has provided a much greater need for Criminal Justice students with cyber skills and a background in information technology.

In Utah, labor projections point to sustained growth and increased need for criminal justice workers, both statewide and in non-metro regions, including southwest Utah. The *Utah Job Trends Publication* rates “protective services” (a group of jobs related to criminal justice) with the highest rating. As a five-star occupational field, protective services, it notes, has “the strongest employment outlook and high wages” (see <http://jobs.utah.gov/opencms/wi/pubs/outlooks/state/joboutlook09.pdf>, p. 21).

Within Washington County, various Criminal Justice agencies have formally requested that DSC expand its criminal justice offerings. In an April 2005 letter, the Washington County Law Enforcement Officials Association formally asked that DSC provide three services: the P.O.S.T. Academy help in establishing a crime lab in Washington County, especially training in criminalistics, and educational services, including the opportunity for associate and baccalaureate degrees in Criminal Justice.

During the 2008-09 year, 45 entering freshmen declared their intent to major in Criminal Justice. While registration is still on-going, as of July 28, 2009, 33 new freshmen have declared their intent to major in Criminal Justice. While most of these will complete a baccalaureate degree in Criminal Justice, there will be a portion of those interested in an integrated studies degree that allows them to focus on Criminal Justice and a related area.

**Institutional Impact:** Currently DSC and SUU are jointly offering a baccalaureate degree in Criminal Justice. Presently there are 21 students enrolled in the joint venture with four students beginning Fall 2009 and six others finishing up pre-requisite courses to allow them to start the program. This joint program is designed to spawn a four-year Criminal Justice degree at DSC. This proposal is an intermediate step in making that happen. Most of those students currently enrolled in the four-year SUU/DSC Criminal Justice baccalaureate will continue with their degree unaffected by this emphasis in the Integrated Studies program. While a few students will transfer into this Integrated Studies emphasis, the majority of students anticipated for this emphasis are students who have strong interests in both Criminal Justice and another

discipline. This will allow them to combine the two areas of interest into one single, integrated major. Therefore, there will be a few students from a variety of disciplines who may flow to this emphasis.

Administratively this new emphasis will not require personnel or physical facility adjustments. Both the Integrated Studies department chair and lecturer/advisor will continue to support students wanting to obtain their degree with an emphasis in Criminal Justice. Additionally, since Criminal Justice is administered as part of the Humanities and Social Science department chair's responsibilities, no additional administrative staff is anticipated. However, additional students and faculty will adjust the reassigned time provided both department chairs in minor ways, requiring some expense.

Since, for the most part, students taking this emphasis will enroll in Criminal Justice courses already offered through the SUU/DSC partnership, only six additional courses will need to be developed and brought into the two-year scheduling pattern. That amounts to just over one additional course per semester until enrollment demands more than one section per semester. That will not adversely affect the physical facilities available at DSC.

What will be affected is the need for faculty. DSC will need to bring the currently shared faculty member (between SUU and DSC) on board as a full-time DSC faculty member. With careful scheduling of courses with SUU, this arrangement will allow all courses to be offered within a two-year period. As enrollments grow, additional faculty members will be added.

**Finances:** This emphasis is intended to function nested within existing degree offerings without substantially increasing expense to DSC. Importantly, however, the emphasis will assist in the transition from the SUU/DSC partnership Criminal Justice degree to a DSC-only Criminal Justice degree. Once DSC has the Criminal Justice degree, additional expenses will come, including the additional salary expenses of the joint faculty position shared between SUU and DSC to a full-time DSC faculty member. DSC will also need to acquire additional full-time faculty to host a four-year Criminal Justice degree. However, to show expenses and revenues generated from this emphasis distorts the actual revenues; DSC anticipates registrations in the full Criminal Justice degree will provide far more monies.

No faculty are solely devoted to this emphasis. Primarily faculty teach in the Criminal Justice SUU/DSC joint program; therefore, the figures in this analysis are distorted. In year two DSC anticipates picking up the half-time shared faculty member. His teaching again will be primarily in support of a CJ degree and this emphasis is in addition to that effort.

#### **D. Utah Valley University**

##### **i. *New Minor: Forensic Science Minor in the College of Technology and Computer, Department of Criminal Justice***

**Request:** Utah Valley University (UVU) proposes adding a Forensic Science minor to the Bachelor of Science Forensic Science (BS FS) degree program. The minor emphasizes crime scene investigation skills that primarily benefit criminal justice students. This action was approved by the UVU Board of Trustees on October 14, 2009.

**Need:** Most criminal justice students become police officers, and most police officers investigate crime scenes. Many criminal justice students already take at least some of the courses in the Forensic Science

minor because it enhances their ability to be hired. By completing the minor, students receive a comprehensive background in crime scene investigation and formal recognition for having done so.

All but one of the courses in the minor are part of the BS FS curriculum that is being taught on a regular rotation. The single exception is FSCI 3400, Criminalistics (3 credit hours), that replaces CJ 135L Introduction to Forensic Science Laboratory (1 credit hour), which is being deleted from the curriculum. FSCI 3400 is designed to strengthen the theoretical scientific foundation and safety practices of basic laboratory procedures.

**Institutional Impact:** Perhaps enrollments in the Criminal Justice program will increase somewhat, but it is not expected to exceed present capacity.

No changes or additions are expected to administrative structures. The only programs affected by adding the Forensic Science Minor are the AS and BS degrees in Criminal Justice and BS FS programs, all of which are in the same department and share the same administrative and advisement staff.

From Spring 2007 to Spring 2009 the BS FS program has grown from 3 to 148 declared majors. Due to the growth of the BS FS program, the need for additional faculty is being discussed in the College's planning and budgeting process; however, the Forensic Science Minor can start with existing faculty, physical facilities and equipment.

Funds from Earmark and Department of Justice grants have been used to remodel, furnish and equip a dedicated forensic science laboratory. Presently, both the Biotechnology and Forensic Science programs occupy the laboratory, but space is limited. Because both programs are growing, Biotech has informed Forensic Science that they intend to move into a larger space in 2009-10. If Forensic Science is the only occupant of the lab, as is envisioned, then it will be sufficient until the new Science Building is completed.

**Finances:** Operational costs for supplies are covered by course fees. The necessary equipment is already in place. No additional budgetary impact on other programs or units is anticipated within the institution.

ii. ***New Stand-Alone Minor: Outdoor Recreation Minor in the Department of Physical Education and Recreation***

**Request:** The Utah Valley University (UVU) Department of Physical Education and Recreation requests the addition of a stand-alone minor in Outdoor Recreation. This action was approved by the UVU Board of Trustees on August 13, 2009.

**Need:** The minor in Outdoor Recreation will allow students majoring in degrees across campus to supplement their area of study with the knowledge and skills to safely take clients into the outdoors. Students from across campus—from degrees as diverse as Psychology, Criminal Justice, and Environmental Science—have expressed interest in this minor.

Tourism is a big business in the State of Utah. Tourists spent an estimated \$7 million in the state in 2008. Outdoor Recreation is a major contributor to this number with over four million skier visits and five million visitors to Utah's national parks. Graduates from UVU, with the addition of an Outdoor Recreation minor to their major area of study, are well positioned for jobs related to the travel and recreation industry.

**Institutional Impact:** The minor in Outdoor Recreation will expand the offerings of UVU. The Department of Physical Education and Recreation has been in the process of reworking the curriculum in the Outdoor Recreation Management Area. This minor will replace the Integrated Studies emphasis area of Outdoor Leadership, which has been discontinued. This minor will better serve students across campus in a variety of majors. There are currently students who are taking Recreation classes to support their planned careers and this minor will give official recognition to their studies.

**Finances:** This change will not impact institutional finances in any way.

iii. ***Name Change: The School of Community Education to the Division of Community and Continuing Education***

**Request:** The Utah Valley University (UVU) President's Council and Deans' Council requests approval to rename the School of Community Education to the Division of Community and Continuing Education. This action was approved by the UVU Board of Trustees on August 13, 2010.

**Need:** On August 18, 2008, the School of Continuing Education was restructured. The School was divided into two separate units, Community Education and Turning Point, which was moved to the Student Affairs division. The name, Community Education, was used by the non-credit unit temporarily as requested by Interim President Hitch. Interim President Hitch requested that focus groups be conducted to determine the best name for the unit. Institutional Research conducted three focus groups which included community members and Community Education students/participants. All three focus groups recommended that the new unit be renamed Community and Continuing Education to be easy to locate online, reflect the UVU unit's offerings, and be consistent with other universities.

**Institutional Impact:** Institutional impact has been positive with improved integration of Community Education within Academic Affairs and the University. Enrollments in credit and non-credit courses have not been affected by this change. Minor changes were made in personnel areas to facilitate the change. Following extensive research and attendance at a continuing education best practices conference by the senior director, the unit was organized around processes rather than programs to be more efficient and effective. This is the most profitable model of continuing education units in the country.

**Finances:** There are no anticipated costs related to the name change. The reorganization costs were approximately \$13,000 in pay increases for three key staff positions, which have significant additional responsibilities. The costs will come from part-time hourly and will be offset by using soft funds for a part-time position that would have been paid from part-time hourly.

During FY '09 Community Education moved two positions from hard to soft funding and eliminated a third hard-funded position through voluntary separation in a move to become self-supporting.

iv. ***Name Change: Pre-Major in General Academics to Pre-Major in University Studies***

**Request:** The Utah Valley University (UVU) University College requests approval to change the name of the pre-major in General Academics to a pre-major in University Studies. The courses and credits will not change. This action was approved by the UVU Board of Trustees on August 13, 2009.

**Need:** The School of General Academics changed its name to University College, effective July 1, 2008. University College is a designation used nationally for academic units responsible for helping students make a successful transition to higher education and to explore their interests. In keeping with this change and the change of UVU to university status, the general academics terminology is no longer appropriate. The University Studies designation is more in keeping with what the degree accomplishes—giving students an introduction to a range of academic courses in the university to build their skills and knowledge of disciplinary content areas. The name also reflects the mission of University College to assist students in their exploration of potential areas of study.

**Institutional Impact:** As this is a name change only, university officials do not anticipate any effect on enrollments. There continues to be a demand for an associate's degree at UVU for students who are exploring their options and have not yet selected a major or who may need only an associate's degree for employment purposes. The degree requirements are not changing; therefore, existing administrative structures will not change, nor will there be any need for additional faculty, facilities, or equipment. Current support related to campus admissions and advisement is in place to support this degree.

**Finances:** As the only change being made is a name change to reflect the refocused mission of University College to support students in their transition to the institution and in academic exploration, current budgets will not be impacted, nor will other programs or units. The courses required for the degree are the same.

**v. *Name Change: AAS in Physical Plant Management to AAS in Facilities Management***

**Request:** The purpose of this request is to remove the Physical Plant Management AAS, in name only, from the USHE record of programs available at Utah Valley University. The program name was changed for the 1999 catalog year to Facilities Management AAS and continues to be actively offered at UVU. This change was never formalized with the Board of Trustees or the State Board of Regents. This proposal is intended to rectify that oversight. This action was approved by the UVU Board of Trustees on October 14, 2009.

**Need:** The Physical Plant Management AAS was first approved in September 1988 and appeared in the 1989-1990 catalog. The program name was changed in the 1999-2000 catalog to Facilities Management AAS. The name modification was made primarily to incorporate a degree name that was more universally recognized in the facilities management industry.

**Institutional Impact:** As this change has already been in place for many years, it will have no impact on UVU.

**Finances:** The proposed request has no bearing on finances for UVU.

**vi. *New Emphasis: BS in Integrated Studies with Peace and Justice Studies Emphasis***

**Request:** The Utah Valley University (UVU) Committee for Interdisciplinary Studies proposes the addition of an Integrated Studies emphasis in Peace and Justice Studies (PJST). This emphasis utilizes the same curriculum required for the Peace and Justice Studies minor. The proposed Integrated Studies emphasis in Peace and Justice Studies makes sense for pedagogical, academic, financial, and other reasons. The

PJST minor and emphasis fit the mission of UVU, given, for example, the institutional commitment to global engagement. This action was approved by the UVU Board of Trustees on October 14, 2009.

**Need:** The study of conflict prevention, resolution, transformation, and post-conflict reconciliation requires knowledge of psychological, legal, religious, philosophical, historical, sociological, and other factors. The interdisciplinary and integrated nature of the discipline makes it a natural fit for the Integrated Studies major.

Further, many students are becoming increasingly interested in the minor, so it is logical that many will be interested in the IS emphasis. UVU currently has 31 declared or undeclared PJST minors. Approximately 60 students signed a form this past semester declaring their interest in the minor or emphasis.

**Institutional Impact:** The Integrated Studies program has experienced a decline in students because of the new Communications major. A PJST IS emphasis will bolster Integrated Studies. A new hire is being selected for this fall in which the new faculty member will be half-time in Philosophy and half-time in Integrated Studies, replacing professor who is leaving. Integrated Studies is poised, willing, and ready to accommodate the PJST emphasis. The PJST emphasis will increase enrollments in IS without decreasing them anywhere else.

No existing administrative structures will be affected. No new faculty, facilities, or equipment will need to be acquired. No existing faculty, faculties, structures, or equipment will be negatively impacted.

**Finances:** There will be no budgetary impact. No costs savings, no additional expenses, and no financial impacts on any programs or departments within UVU are anticipated. The interdisciplinary nature of the minor and emphasis signifies that the students take classes from a range of departments where most students are taking the same classes for other reasons. Nearly all classes taught for PJST credit are primarily taught for other disciplinary credit as well.

***vii. New Emphases: BS in Mathematics with Pure Mathematics Emphasis and Actuarial Science Emphasis***

**Request:** The Utah Valley University (UVU) Department of Mathematics requests approval to add emphases to its Bachelor of Science degree in Mathematics—an emphasis in Pure Mathematics and an emphasis in Actuarial Science. This action was approved by the UVU Board of Trustees on December 10, 2009.

**Need:** In reviewing outcomes of past UVU graduates in Mathematics, it was noticed that several graduates went on to careers in actuarial fields. Moreover, the department has had numerous recent inquiries by prospective students regarding courses in Actuarial Science and/or preparation courses for the Society of Actuaries qualifying exams. Six current UVU students have taken exams through the Society of Actuaries, and two of those students have received job offers in the actuarial field. While that number may sound small, it should be noted there are, on average, fewer than three graduates in mathematics each year, making students interested in Actuarial Science a large percentage of total Mathematics graduates.

Due to the advanced mathematics and statistics required of actuaries, Actuarial Science programs at similar institutions are housed within Mathematics (as opposed to Business or Finance). In the Intermountain area, Actuarial Studies programs are offered at Brigham Young University (BS, 15 students

per year), Utah State University (actuarial concentration, 10 students per year), and Southern Utah University (actuarial emphasis).

In order to create an emphasis in Actuarial Science, the BS degree needs to be restructured into core and elective courses, and an additional emphasis needs to be created that would align with the existing BS degree in Mathematics. The emphasis in Pure Mathematics is equivalent to the current Bachelor of Science degree in Mathematics.

**Institutional Impact:** No new resources, enrollments, faculty, or facilities are anticipated for the emphasis in Pure Mathematics as it is equivalent to the former BS degree in Mathematics.

Two additional statistics PhD faculty have recently been hired by the department, one of whom is an Associate Actuary, having experience writing curriculum in Actuarial Science. This faculty will teach the upper-division statistics courses required of actuarial students.

No new physical facilities or equipment are anticipated. The proposed emphases will not affect organizational structure of the institution.

**Finances:** No financial or budgetary impact is anticipated.

***E. Salt Lake Community College – Consolidation: Computer Science Department and Computer Information Systems Department into a Division of Computer Systems, Marketing, and Paralegal Studies***

**Request:** The Salt Lake Community College (SLCC) Computer Science Department (CS) will be merging with the Computer Information Systems Department (CIS) and will be administered by an existing division chair under an existing but renamed division - the Division of Computer Systems, Marketing, and Paralegal Studies. All instructional programs and faculty in both departments will remain in place.

**Need:** This change is being made in response to the State's mandate to reduce costs. No program functionality will be lost as a result of this change, but the change will produce administrative efficiencies by placing computer instruction under one administrative unit. This alignment is consistent with structures at other community colleges.

**Institutional Impact:** The CS Department is currently housed in the School of Science, Mathematics, and Engineering, while the CIS Department is a subunit of the Division of Computer Information Systems, Marketing, and Paralegal Studies within the School of Business. The CS and CIS departments will be merged and placed under the division that currently administers CIS. The name of the division will be changed from the Division of Computer Information Systems, Marketing, and Paralegal Studies to the Division of Computer Systems, Marketing, and Paralegal Studies to reflect the combined computer department. All instructional programs within CS and CIS will remain in place, and no impact on enrollment due to this change is anticipated. The current chair of the CS department will return to his faculty position. No other faculty positions will be impacted due to this change. A part-time administrative position that currently supports the CS Department will be eliminated. Administrative support for the CS faculty will be provided by the division office. This change will not require modification of facilities or equipment.

**Finances:** No new funds will be required for this merger. The CS budget, less the department chair and support personnel expenses, will be moved to the Computer Systems, Marketing, and Paralegal Studies Division office. The administrative line item expense for the CS department chair position and part-time staff support expense for the CS department will be eliminated resulting in an overall cost savings.

Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/AMH



April 1, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Snow College – Campus Master Plan

Issue

Snow College is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Snow College master plan at its meeting in Ephraim on July 20, 2007. Subsequent updates have occurred with the approval of specific projects and purchases, including the recently purchased Ephraim Elementary School building and land that was approved by the Regents in their January 2010 meeting. There have been no changes to the Richfield campus master plan since 2007.

The attached materials explain the changes that have occurred in the Snow College Ephraim campus master plan since 2002, which was the last update of the plan for which a formal document was provided. Included are projects completed during that time period, projects currently under construction, planned remodeling and renovation projects, and properties acquired.

Due to the number of significant changes that have occurred at the Ephraim campus, the College is currently working with DFCM to contract with a consultant to prepare another formal update of the master plan. College officials will be present to respond to questions from the Board

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the Snow College Campus Master Plan.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

March 12, 2010

Ralph Hardy  
Special Assistant to the Associate Commissioner  
Utah System of Higher Education  
State Board of Regents Building  
60 South 400 West  
Salt Lake City, UT 84101

Dear Ralph,

Attached please find an edited copy of Snow College's 2002 master plan developed for the Ephraim campus. The college has experienced a number of changes since 2002 which has led us, with the assistance of the Division of Facilities Construction and Management (DFCM), to contract a consultant to update Snow's master plan.

Several changes are included on the master plan map.

- Building #6 - Eccles Performing Arts Building was completed in 2003
- Building #1 - Activity Center expansion including classrooms and a dance studio (2007)
- Building A - 72,000 sq ft Karen H. Huntsman Library currently under construction will open in the summer of 2010
- Building B - Larsen Family property purchased in 2008 to expand the campus footprint
- Building C - Ephraim Elementary School building and 6.2 acres of land purchased from the South Sanpete School District February 2010
- Building D - Madsen family pioneer era home purchased by the Snow College Foundation as a restoration project for the Traditional Building and Skills Institute (TBSI)
- Building #5 - Lucy Phillips building which currently houses the college library will be remodeled into a classroom building during the summer and fall of 2010

In addition to these changes in college buildings and property other factors impacting Snow include.

- Enrollment growth exceeding 20% in recent semesters leading to a shortage of classroom space during prime hours of the day and the hiring of additional full-time and adjunct faculty to meet a growing demand for added class sections
- Housing has become a limitation to enrollment growth due to a shortage of quality units desired by students and parents alike
  - Local private housing owners have been encouraged to expand their facilities with one complex adding 175 new beds by fall 2010
  - The college housing office is reducing the number of private rooms in an effort to accommodate up to 50 additional students for fall of 2010

- The college needs to begin replacing its aging dorms to maintain a healthy campus life and provide modern living quarters with a living/learning environment

We look forward to a bright future of growth and change as Snow College continues to evolve.

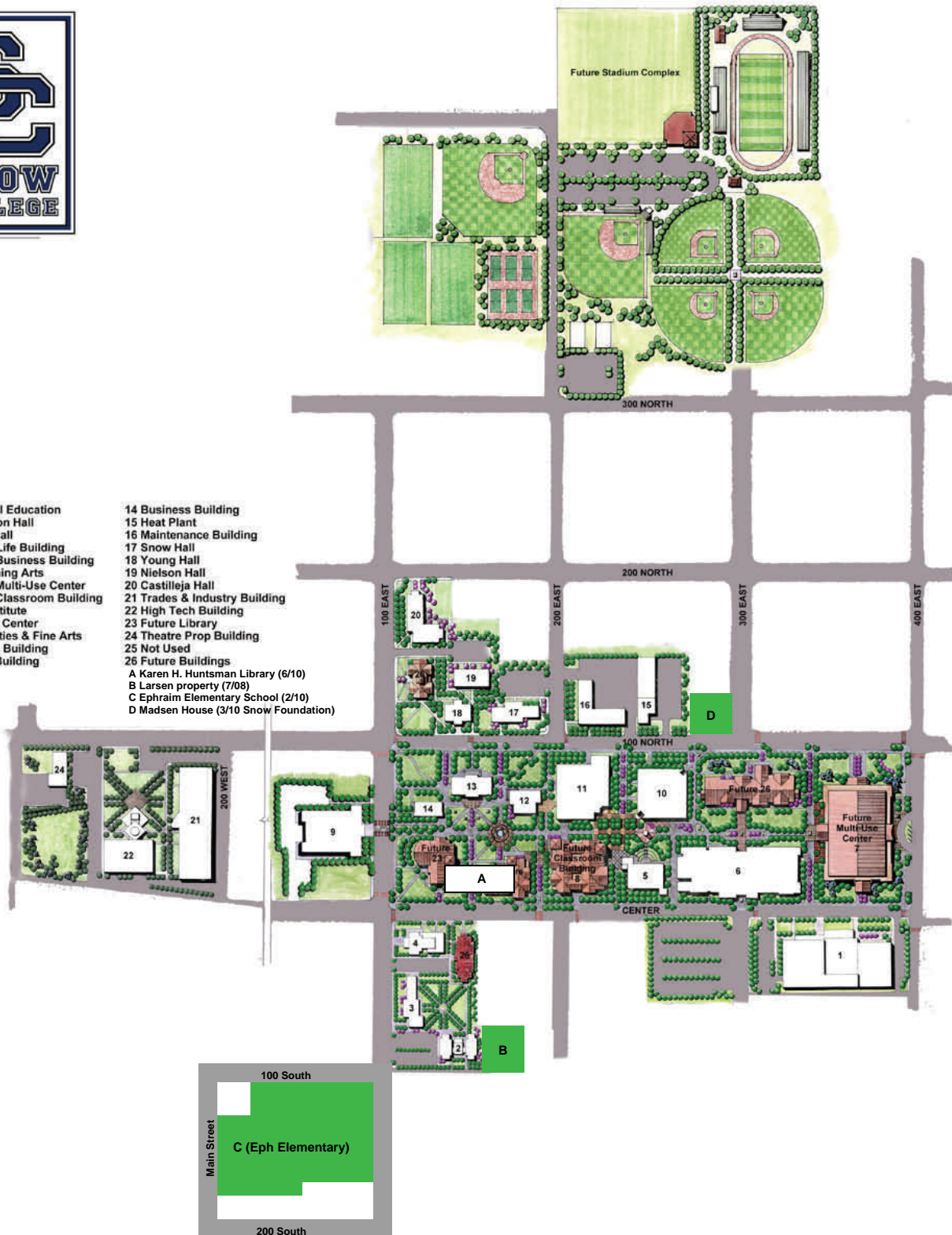
Regards,

A handwritten signature in black ink, appearing to read 'Marvin', with a stylized, cursive script.

Marvin L. Dodge  
Vice President  
Finance and Administrative Services



- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 Physical Education        | 14 Business Building                  |
| 2 Anderson Hall             | 15 Heat Plant                         |
| 3 Nuttall Hall              | 16 Maintenance Building               |
| 4 Family Life Building      | 17 Snow Hall                          |
| 5 Future Business Building  | 18 Young Hall                         |
| 6 Performing Arts           | 19 Nielson Hall                       |
| 7 Future Multi-Use Center   | 20 Castilleja Hall                    |
| 8 Future Classroom Building | 21 Trades & Industry Building         |
| 9 LDS Institute             | 22 High Tech Building                 |
| 10 Student Center           | 23 Future Library                     |
| 11 Humanities & Fine Arts   | 24 Theatre Prop Building              |
| 12 Science Building         | 25 Not Used                           |
| 13 Noyes Building           | 26 Future Buildings                   |
|                             | A Karen H. Huntsman Library (6/10)    |
|                             | B Larsen property (7/08)              |
|                             | C Ephraim Elementary School (2/10)    |
|                             | D Madsen House (3/10 Snow Foundation) |



## MEMORANDUM

April 1, 2010

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Approval to Pursue Refunding 1998A, 1999A and 2001 Auxiliary and Campus Services System Revenue Bonds

### Issue

In accordance with Utah Code 53B-21 and Regent Policy R590, the University of Utah is requesting approval to refinance the callable portion of its Series 1998A, Series 1999A, and 2001 Auxiliary and Campus Facilities System Revenue Bonds.

### Background

The continuing favorable bond market conditions suggest that a net-present-value savings of more than 3% is very realistic at this time. Authorization is requested for an amount not to exceed \$28 million plus costs of issuance and a debt service reserve in order to refund \$22,490,000 of the University's Series 1998A Bonds, \$2,090,000 of the Series 1999A bonds, and \$1,735,000 for an advance refund of the Series 2001 bonds.

The resulting Series 2010A bonds are repayable from and secured by a pledge and assignment of the net revenues of the University of Utah's Auxiliary and Campus Facilities System which includes certain student building fees and auxiliary revenues (Parking Services, Bookstore, Student Housing, et.al.). The letter of request from the University, Preliminary Financing Summary Sheet, Timetable of Events, and draft of the Approving Resolution, are attached for your information.

The College would like to move forward with this as expeditiously as possible and is requesting Board approval to enable them to issue the new bond on the scheduled date of April 13, 2010. Representatives from the College will be available to answer questions on this matter in the Board meeting.

### Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the University of Utah to proceed in refunding the Auxiliary and Campus Facilities System Revenue Bonds, Series 1998A, Series 1999A, and Series 2001.

WAS/GLS/WRH  
Attachments

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William A. Sederburg, Commissioner



Office of the Vice President  
for Administrative Services

March 5, 2010

Commissioner William A. Sederburg  
Utah State Board of Regents  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Sederburg:

The University of Utah is requesting approval to refinance its Series 1998A, 1999A and 2001 ACFS Bonds in an amount not-to-exceed \$28 million plus costs of issuance and a debt service reserve, if it is determined necessary. The bonds to be issued will have a maturity not-to-exceed 16 years. A present value savings of at least 3% will be required before the bonds are issued, but if the market holds, the present value savings could be significantly above the 3% minimum. A financing summary provided by Wells Fargo is attached and a parameters resolution and other documents will be provided to the Board by the University's bond counsel, Ballard Spahr.

The University of Utah is also requesting approval to issue revenue bonds for a term not-to-exceed 16 years and in an amount not to exceed \$37 million plus amounts necessary to fund issuance costs and a debt service reserve, in order to finance the costs of purchasing the Orthopaedic Center from the Utah Orthopaedic Foundation and the Ambassador Building from Salt Lake County. With the current favorable market conditions, the University Hospitals and Clinics desires to convert the remaining debt from both of these facilities to a University of Utah revenue bond issued through the Board of Regents, with ownership being transferred to the University. This transaction was approved by the Board in its October, 2009 meeting and the bond amounts were approved by the Legislature in its recently completed 2010 Session. A financing summary provided by Wells Fargo is attached and a parameters resolution and other documents will be provided to the Board by the University's bond counsel, Ballard Spahr.

If you have any questions regarding these proposed transactions, please let me know.

Sincerely,

Arnold B. Combe  
Vice President

ABC/am  
Attachments

c: Michael K. Young  
Gregory Stauffer  
Blake Wade  
Kelly Murdock  
Becke Wolf

University of Utah  
201 South Presidents Circle, Room 209  
Salt Lake City, Utah 84112-9012  
Office Phone (801) 581-6404  
Fax (801) 581-4972





**\$26,000,000\***

**State Board of Regents of the State of Utah**

**University of Utah**

**Auxiliary and Campus Facilities System Refunding Revenue Bonds**

**Series 2010A**

**(Refunding of Series 1998A, 1999A and 2001 ACFS Bonds)**

**FINANCING SUMMARY**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:                | Proceeds from the sale of the Series 2010A Bonds will be used to (i) Current refund \$22,490,000 of the University's Series 1998A Bonds (ii) Current refund \$2,090,000 of the University's Series 1999A Bonds; (iii) Advance refund fund \$1,735,000 of the University's Series 2001 Bonds; and (iv) fund a deposit to a debt service reserve fund, if necessary, and (v) pay costs of issuance of the Series 2010A Bonds. |
| Par Amount:             | Not-to-exceed \$28,000,000 plus costs of issuance, including the funding (from bond proceeds) of a debt service reserve fund if determined necessary.                                                                                                                                                                                                                                                                       |
| Security:               | The Series 2010A Bonds are payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Auxiliary and Campus Facilities System which includes certain student building fees and auxiliary revenues (Parking, Bookstore and Student Housing, to name a few).                                                                                                                          |
| Ratings:                | 'AA/Aa2' (expected).                                                                                                                                                                                                                                                                                                                                                                                                        |
| Method of Sale:         | Public offering through negotiation with Underwriters (Barclays Capital (70%) and RBC Capital Markets (30%).                                                                                                                                                                                                                                                                                                                |
| Total Discount:         | Not-to-exceed 2.00% (including Underwriter's Discount)                                                                                                                                                                                                                                                                                                                                                                      |
| Sale Date:              | April 13, 2010 (tentative)                                                                                                                                                                                                                                                                                                                                                                                                  |
| Closing Date:           | April 28, 2010 (tentative)                                                                                                                                                                                                                                                                                                                                                                                                  |
| Interest Payment Dates: | April 1 <sup>st</sup> and October 1 <sup>st</sup> , commencing October 1, 2010                                                                                                                                                                                                                                                                                                                                              |

|                              |                                                      |
|------------------------------|------------------------------------------------------|
| Interest Basis:              | 30/360                                               |
| Interest Rates:              | Not-to-exceed 6.00%                                  |
| Principal Payment Dates:     | August 1, 2011 through April 1, 2024                 |
| Maturity:                    | Not-to-exceed 16 years.                              |
| Redemption:                  | Not-to-exceed 11 years at 100%                       |
| University of Utah Contacts: | Arnold B. Combe (801-581-6404)                       |
| Financial Advisor:           | Kelly Murdock, Wells Fargo Securities (801-246-1732) |
| Trustee, Paying Agent/Reg.:  | Wells Fargo Bank, National Association               |
| Bond Counsel:                | Ballard Spahr Andrews & Ingersoll, LLP               |



APPROVING RESOLUTION  
UNIVERSITY OF UTAH AUXILIARY AND CAMPUS FACILITIES SYSTEM  
REVENUE REFUNDING BONDS, SERIES 2010

Ephraim, Utah

April 1, 2010

The State Board of Regents of the State of Utah met in regular session at Snow College in Ephraim, Utah on April 1, 2010, commencing at [1:30 p.m.] The following members were present:

|                     |            |
|---------------------|------------|
| Jed H. Pitcher      | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Brent L. Brown      | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| David J. Jordan     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Anthony W. Morgan   | Member     |
| Carol Murphy*       | Member     |
| William H. Prows*   | Member     |
| Marlon O. Snow      | Member     |
| Teresa L. Theurer   | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                  |
|----------------------|----------------------------------|
| William A. Sederburg | Commissioner of Higher Education |
| Joyce Cottrell, CPS  | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of

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\* Non-voting member

the State Board of Regents of the State of Utah University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, Series 2010.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH AUXILIARY AND CAMPUS FACILITIES SYSTEM REVENUE REFUNDING BONDS, SERIES 2010 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$28,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A SIXTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust dated as of June 1, 1997 General Indenture of Trust, between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued (among others), for and on behalf of the University, (i) its State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue and Refunding Bonds, Series 1998A (the “Series 1998A Bonds”), (ii) its State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1999A (the “Series 1999A Bonds”), and (iii) its State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2001 (the “Series 2001 Bonds” and together with the Series 1998A and the Series 1999A Bonds, the “Refunded Bonds”); and

WHEREAS, in order to benefit the Board and the University by achieving a debt service savings due to present lower interest rates or for other purposes, the Board desires to refund all or any portion of the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be

deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds; (ii) funding a deposit to a debt service reserve fund, and (iii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, Series 2010 (or such other series designations that may be determined) (the "Series 2010 Bonds") in an aggregate principal amount of not to exceed \$28,000,000, pursuant to the General Indenture and a Sixth Supplemental Indenture of Trust between the Board and the Trustee (the "Sixth Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2010 Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board may enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriter for the Series 2010 Bonds (the "Underwriter"), a form of a Preliminary Official Statement relating to the Series 2010 Bonds (the "Preliminary Official Statement"), a form of an Escrow Agreement and a form of the Sixth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds or the other objectives and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2010 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the

University directed toward the issuance of the Series 2010 Bonds are hereby ratified, approved and confirmed.

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

Section 4. The Sixth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Sixth Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010 Bonds, the Board hereby authorizes the issuance of the Series 2010 Bonds in the aggregate principal amount of not to exceed \$28,000,000. The Series 2010 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2010 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2010 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2010 Bonds and to deliver the Series 2010 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2010 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of

the Board for authentication and delivery of the Series 2010 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2010 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 0.60% of the face amount of the Series 2010 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2010 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2010 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Sixth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Sixth Supplemental Indenture, the Series 2010 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to

implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

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

Section 11. Upon their issuance, the Series 2010 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2010 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following “Notice of Bonds to be Issued” to be published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah and the county in which the principal administrative office of the University is located and on the [www.utahlegals.com](http://www.utahlegals.com) website (established by the collective efforts of Utah’s newspapers) and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on April 1, 2010, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, Series 2010 (or such other or further designation as the officers of the Board may determine) (the "Series 2010 Bonds") in the aggregate principal amount of not to exceed Twenty-Eight Million Dollars (\$28,000,000), to bear interest at a rate or rates of not to exceed six percent (6.0%) per annum, to mature not later than April 1, 2025, and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding all or a portion of certain of the Board's outstanding University of Utah Auxiliary and Campus Facilities System bonds, funding a debt service reserve fund and paying costs of issuance of the Series 2010 Bonds. No deposit is contemplated in connection with the issuance of the Series 2010 Bonds.

The Series 2010 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Sixth Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at, 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2010 Bonds), or the Series 2010 Bonds, or any provision made for the security and payment of the Series 2010 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 1st day of April, 2010.

/s/ Joyce Cottrell  
Secretary



Section 13. After any of the Series 2010 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2010 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 1ST DAY OF APRIL, 2010.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on April 1, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 1st day of April, 2010.

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Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the April 1, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on March \_\_\_, 2010, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on March \_\_\_, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on \_\_\_\_\_; (ii) provided on \_\_\_\_\_, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where

it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 1st day of April, 2010.

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

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

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

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



SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2010 BONDS

|                                                                                               |               |
|-----------------------------------------------------------------------------------------------|---------------|
| Principal amount not to exceed                                                                | \$28,000,000  |
| Interest rates not to exceed                                                                  | 6.0%          |
| Discount from par not to exceed                                                               | 2.0%          |
| Final Maturity not to exceed                                                                  | April 1, 2025 |
| Bonds may be non-callable or subject to redemption as deemed advantageous at the time of Sale |               |

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Approval to Issue Revenue Bonds to Refinance the Existing Debt on the Ambassador Building and the Orthopaedic Center

Issue

The University of Utah is requesting approval of an Authorizing Resolution to issue revenue bonds in an amount not to exceed \$37 million plus amounts necessary to fund issuance costs and a debt service reserve in order to finance the costs of purchasing the Ambassador Building from Salt Lake County and the Utah Orthopaedic Center from the Utah Orthopaedic Foundation. The Regents approved the purchase of these buildings and a request to the Legislature for this bonding authorization at their meeting on October 16, 2009. The Legislature, during the recently completed Legislative Session, provided the bonding authorization.

Background

In 2002, Salt Lake County assisted the University of Utah in the purchase and financing of the Ambassador Building for use by the University of Utah Hospitals and Clinics as a business operations center. Through its "Municipal Building Authority" the County issued lease revenue bonds for the purchase of the building and then leased it to the County who, in turn, subleased the building to the University of Utah.

In 2004, the Utah Orthopaedic Foundation entered into a \$29.6 million, five-year loan agreement to acquire the University's Orthopaedics Building and subsequently leased it to the University. The five-year loan agreement anticipated a future bond issue to purchase the property

The requested bond authorization will enable the University to purchase these two buildings by refinancing the outstanding debt at favorable interest rates. The proposed bond issue will be payable from and secured by a pledge and assignment of the net revenues of the University's Hospitals and Clinics. The following materials provide the details of the bonding proposal: the letter from the University requesting this bonding authority, a summary of the proposed financing details, and a draft of the Approving Resolution.

Representatives from the University, Attorney General's Office, Bond Counsel, and the Financial Advisor will be present at the meeting to respond to questions the Regents might have.

Commissioner's Recommendation

The Commissioner recommends that the Regents grant approval for the University of Utah to issue the revenue bonds proposed in order to finance the costs of purchasing these two properties.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



Office of the Vice President  
for Administrative Services

March 5, 2010

Commissioner William A. Sederburg  
Utah State Board of Regents  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Sederburg:

The University of Utah is requesting approval to refinance its Series 1998A, 1999A and 2001 ACFS Bonds in an amount not-to-exceed \$28 million plus costs of issuance and a debt service reserve, if it is determined necessary. The bonds to be issued will have a maturity not-to-exceed 16 years. A present value savings of at least 3% will be required before the bonds are issued, but if the market holds, the present value savings could be significantly above the 3% minimum. A financing summary provided by Wells Fargo is attached and a parameters resolution and other documents will be provided to the Board by the University's bond counsel, Ballard Spahr.

The University of Utah is also requesting approval to issue revenue bonds for a term not-to-exceed 16 years and in an amount not to exceed \$37 million plus amounts necessary to fund issuance costs and a debt service reserve, in order to finance the costs of purchasing the Orthopaedic Center from the Utah Orthopaedic Foundation and the Ambassador Building from Salt Lake County. With the current favorable market conditions, the University Hospitals and Clinics desires to convert the remaining debt from both of these facilities to a University of Utah revenue bond issued through the Board of Regents, with ownership being transferred to the University. This transaction was approved by the Board in its October, 2009 meeting and the bond amounts were approved by the Legislature in its recently completed 2010 Session. A financing summary provided by Wells Fargo is attached and a parameters resolution and other documents will be provided to the Board by the University's bond counsel, Ballard Spahr.

If you have any questions regarding these proposed transactions, please let me know.

Sincerely,

Arnold B. Combe  
Vice President

ABC/am  
Attachments

c: Michael K. Young  
Gregory Stauffer  
Blake Wade  
Kelly Murdock  
Becke Wolf

University of Utah  
201 South Presidents Circle, Room 209  
Salt Lake City, Utah 84112-9012  
Office Phone (801) 581-6404  
Fax (801) 581-4972

**UNIVERSITY OF UTAH**  
**Refinancing Discussion relating to:**

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**\$12,000,000\***

**Municipal Building Authority of Salt Lake County, Utah**

**Lease Revenue Bonds**

**Series 2002**

**(Ambassador Building Acquisition Project)**

**And**

**\$25,000,000\***

**Utah Orthopaedic Foundation**

**Unsecured Note**

**(University of Utah Orthopaedic Building Acquisition Project)**

**December, 2004**

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**FINANCING SUMMARY—AMBASSADOR**

**Background:**

In 2002, Salt Lake County assisted the University of Utah in the purchase and financing of the Ambassador Building for use by the University of Utah Hospitals and Clinics as a business operations center. Through its "Municipal Building Authority", the County issued lease revenue bonds, in the amount of \$13,390,000, for the purchase of the building and then leased the building to the County who, in turn, subleased the building to the University of Utah.

The current par amount of the bonds outstanding, as of April 1, 2010, is \$11,107,000. The interest rate on the bonds is 5.26%

**FINANCING SUMMARY—ORTHOPAEDICS**

**Background:**

In 2004, the Utah Orthopaedic Foundation entered into a \$29.6 million, 5-year loan agreement to acquire the University's Orthopaedics Building and subsequently lease it to the University. The current balance due on the bank loan is approximately \$25 million. The interest rate on the loan is currently 4.60%.

## PROPOSED FINANCING DETAILS

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:                     | Given favorable market conditions, historically low tax-exempt interest rates and the high historical credit quality of the University of Utah's bonds, the issuance of a Legislatively-approved, fixed-rate, 16-year tax-exempt bond through the State Board of Regents of the State of Utah on behalf of the University of Utah and its Hospitals and Clinics would achieve two important outcomes: 1) Fix out and potentially lower the long-term interest expense on both of these facilities and, 2) Secure the transfer of both of these assets to the University's balance sheet. |
| Par Amount:                  | Not-to-exceed \$37,000,000 plus the funding (from bond proceeds) of a debt service reserve fund and paying traditional costs of issuance.                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Security:                    | The proposed bond issue (the "Series 2010A Bonds") would be payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ratings:                     | 'AA/Aa2' (expected) by virtue of the State of Utah's moral obligation pledge for such bonds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Interest Payment Dates:      | August 1 and February 1, commencing February 1, 2011                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Interest Basis:              | 30/360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Interest Rates:              | Not-to-exceed 7.00% (To allow for the possible inclusion of so-called "Build America Bonds")                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Principal Payment Dates:     | August 1, 2011 through August 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Method of Sale:              | Public offering through negotiation with Underwriter(s) to be determined.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Sale Date:                   | Spring-Summer, 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Maturity:                    | Not-to-exceed 16 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| University of Utah Contacts: | Gordon Crabtree (801-587-3572)<br>Arnold B. Combe (801-581-6404)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Financial Advisor:           | Kelly Murdock, Wells Fargo Securities (801-246-1732)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Bond Counsel:                | Ballard Spahr LLP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
HOSPITAL REVENUE BONDS, SERIES 2010

Ephraim, Utah

April 1, 2010

The State Board of Regents of the State of Utah met in regular session at Snow College in Ephraim, Utah on April 1, 2010, commencing at [1:30 p.m.] The following members were present:

|                     |            |
|---------------------|------------|
| Jed H. Pitcher      | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Brent L. Brown      | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| David J. Jordan     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Anthony W. Morgan   | Member     |
| Carol Murphy*       | Member     |
| William H. Prows*   | Member     |
| Marlon O. Snow      | Member     |
| Teresa L. Theurer   | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                  |
|----------------------|----------------------------------|
| William A. Sederburg | Commissioner of Higher Education |
| Joyce Cottrell, CPS  | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this

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\* Non-voting member



Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Hospital Revenue Bonds, Series 2010.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE BONDS, SERIES 2010, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$\_\_\_\_\_; AUTHORIZING THE EXECUTION OF AN EIGHTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued, for and on behalf of the University, various series of its University of Utah Hospital Revenue Bonds (collectively, the “Outstanding Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Outstanding Parity Bonds; and

WHEREAS, pursuant to the Act and H.B. 5 (“H.B. 5”) from the Utah Legislature’s 2010 General Session (expected to be codified as Section 63B-19-102, Utah Code Annotated 1953, as amended), the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) financing all or part of the cost of purchasing two buildings (known as the Ambassador Building and the Orthopedics Building) for use by the University of Utah Hospital (the “Project”), (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of its University of Utah Hospital Revenue Bonds, Series 2010 (or such other title and/or series designation(s) as may be determined by the officers of the Board) (respectively, the “Series 2010 Bonds”)

in an aggregate principal amount of not to exceed \$\_\_\_\_\_, pursuant to the General Indenture and an Eighth Supplemental Indenture of Trust between the Board and the Trustee (the “Eighth Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, the Series 2010 Bonds shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriter for the Series 2010 Bonds (the “Underwriter”) a form of a Preliminary Official Statement relating to the Series 2010 Bonds (the “Preliminary Official Statement”), and a form of the Eighth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2010 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2010 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2010 Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Eighth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Eighth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing all or a portion of the costs of the Project, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010 Bonds, the Board hereby authorizes the issuance of the Series 2010 Bonds in the aggregate principal amount of not to exceed \$\_\_\_\_\_. The Series 2010 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The Board understands that the Bonds may be issued as federally taxable "Build America Bonds," which could achieve a better interest rate than federally tax-exempt bonds due to a federal interest rate subsidy. The Board recognizes that Build America Bonds are often structured and sold in a market which does not have the traditional call provisions found in federally tax-exempt bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board are hereby authorized to approve any required make-whole call provision with respect to Build America Bonds or to make such portion of the Bonds non-callable, as seems advantageous at the time of the bond sale. The issuance of the Series 2010 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2010 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2010 Bonds and to deliver the Series 2010 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2010 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2010 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2010 Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed \_\_\_\_% of the face amount of the Series 2010 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the

Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2010 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2010 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Eighth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Eighth Supplemental Indenture, the Series 2010 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase

Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2010 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2010 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2010 Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2010 Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2010 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

Section 15. This Resolution shall become effective immediately upon its adoption, subject to Section 16 hereof.

Section 16. H.B. 5 has an effective date of \_\_\_\_\_, 2010. The Series 2010 Bonds shall not be considered fully authorized and shall not be issued until after H.B. 5 shall become effective.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 1ST DAY OF APRIL, 2010.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary



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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on April 1, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 1st day of April, 2010.

---

Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the April 1, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on March \_\_\_, 2010, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on March \_\_\_, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on \_\_\_\_\_; (ii) provided on \_\_\_\_\_, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where

it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 1st day of April, 2010.

---

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

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

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

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

SCHEDULE 3

ELECTRONIC MEETING POLICY

## EXHIBIT A

### PARAMETERS OF THE SERIES 2010 BONDS

|                                                                                                                                                                                                                                                                 |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Principal amount not to exceed                                                                                                                                                                                                                                  | \$37,000,000 |
| Interest rates not to exceed                                                                                                                                                                                                                                    | 7.00%        |
| Discount from par not to exceed                                                                                                                                                                                                                                 | 2.00%        |
| Final Maturity not to exceed                                                                                                                                                                                                                                    | 16-years     |
| If issued as federally tax-exempt bonds, optional call at not more than 101% of par within 11 years of issuance                                                                                                                                                 |              |
| If issued as federally taxable Build America Bonds, a make-whole call provision or, a standard call provision or non-callable, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board. |              |

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USU Land-Lease Agreement with the Agricultural Research Service (ARS) of the Department of Agriculture (USDA)

Background

At the Board Meeting on May 29, 2009 the Regents approved in concept a lease arrangement between Utah State University and the Agricultural Research Service (ARS) of the Department of Agriculture (USDA) to enable both parties to move forward with formal planning, programming and design. The final details have now been worked out and this land-lease agreement is ready for final approval.

Issue

A brief summary of the terms and conditions is as follows:

- This is a land lease of three parcels of land consisting of approximately twelve (12) acres of land and building space and is identified on the attached map.
- ARS will construct on the leased properties a new research building, a greenhouse / headhouse facility, and related research buildings and support facilities as needed. The ARS will work closely with USU to assure compliance with USU planning and design guidelines and code requirements.
- The primary term of the lease is thirty (30) years with two (2) additional option periods of ten (10) years each. The rental fee of one dollar (\$1.00) will be paid for the first year of the primary term with no further rental fees chargeable or payable during the remainder of the term.
- The Federal Government will, at its sole expense, maintain the interior and exterior of all buildings, improvements, and grounds in a manner consistent with USU standards of maintenance and repair. They will also pay on-going utilities costs for the facilities.
- All improvements, buildings, structures, and facilities constructed under or included in the lease will remain as property of the Federal Government and may be removed from the property within two (2) years after termination of the lease or disposed of in ways specified in the lease documents.

It should be noted that the planning, programming, design, and construction of the research building and other related facilities will require separate state and federal contracting processes.



As consideration for the ground lease, the ARS will set aside an adequate area in the new research building for USU to use for collaborative research purposes, and the ARS will fully support reconveyance to USU of land currently owned by the federal government and used by the ARS.

The new ARS Research Building is to be located immediately east of and interconnected with the new College of Agriculture Building for which funding was provided by the recently concluded Legislature. USU and ARS have a long, mutually beneficial, working relationship in collaborative research which provides numerous advantages to USU. These two new buildings are needed by both USU and ARS to replace, consolidate, and enhance the teaching and research now housed in older and outdated facilities. They will enhance on-going research programs that the ARS performs separately and in conjunction with USU research faculty and students and will lead to even more productive research in support of farmers and ranchers in Utah, the nation, and elsewhere.

A copy of the University's request and the draft documents are attached for the Regents' information and perusal.

Commissioner's Recommendation

The Commissioner recommends approval of this agreement.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

17 March 2010

Commissioner William A. Sederburg  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Sederburg:

Utah State University (USU) requests final approval of a lease arrangement with the Agricultural Research Service (ARS) of the Department of Agriculture (USDA) that was approved in concept by the Board of Regents on 29 May 2009. As provided in the accompanying lease document, USU desires to lease three parcels of land (approximately 12 acres) and building space (9,639 sq. ft.) to ARS on USU's main campus. After the primary ARS operations are relocated to new facilities constructed on the proposed land lease, the Federal Government will convey the current ARS land and buildings to USU. This property, located northwest of the Daryl Chase Fine Arts Center, will enable USU to more fully implement its Campus Master Plan and in particular its plans for the Caine College of the Arts.

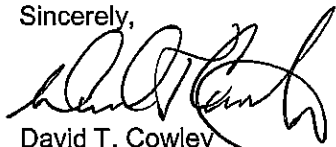
The new ARS Research Building is to be located immediately east of and interconnected with a new building being planned for the USU College of Agriculture (COA). Planning, programming, design and construction of that building and other related facilities located on other sites, requires separate state and federal contracting processes. The ARS will bear its proportionate share of necessary one-time site preparation and construction costs and future on-going maintenance and utility costs. The ARS will work closely with USU to assure compliance with USU planning and design guidelines and code requirements. As consideration for the ground lease, the ARS will set aside an adequate area in their new building for COA faculty use and convey existing property to USU as noted above.

The new buildings are needed by both USU and the ARS to replace, consolidate, and enhance the teaching and research programs now housed in older outdated facilities.

With planning efforts now underway for the new USU building, it is the mutual desire of ARS and USU that this lease be given final approval so that ARS/USDA can be authorized to request the remaining appropriations from the Federal Government to proceed with final design and construction. The final lease will satisfy the requirements of Regents Policy R712 Nontraditional Arrangements for Development of Facilities on Campuses.

USU has committed to the Government to use all reasonable efforts to obtain the final approval from the Board of Regents. Therefore, please place this request on the 1 April 2010 agenda for consideration by the Board of Regents.

Sincerely,



David T. Cowley  
Vice President for Business and Finance

c: Stan Albrecht  
Gregory L. Stauffer  
Noelle Cockett

## **LONG-TERM LEASE**

By and Between the

**UTAH STATE UNIVERSITY  
and the  
UNITED STATES OF AMERICA**

This Long-Term Lease Agreement ("Lease") is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 2010, by and between Utah State University, as Lessor, hereinafter referred to as the "UNIVERSITY," and the United States of America, acting by and through the Administrator, Agricultural Research Service (ARS), United States Department of Agriculture (USDA), as Lessee, hereinafter referred to as the "GOVERNMENT."

### **WITNESSETH:**

**WHEREAS**, under the authority of Section 1 of the Act of August 4, 1965 (79 Stat. 431, 7 U.S.C. 2250a), the GOVERNMENT wishes to lease certain land and facilities herein described, owned by the UNIVERSITY and located on its Logan, Utah Campus as described below in Article 1 of this Lease (Leased Premises), for the purposes of replacing, upgrading, and expanding existing outdated and insufficient GOVERNMENT facilities by constructing and operating thereon a laboratory/office building, a greenhouse/headhouse facility, and other buildings and facilities as needed for use in conducting research by said Agricultural Research Service, in full cooperation with the UNIVERSITY, so as to increase the research base of the GOVERNMENT; and

**WHEREAS**, under the authority of Utah Code annotated 53B-20 and 53B-2-101 the UNIVERSITY desires to have the GOVERNMENT so lease and utilize the said premises, and thereby add to the educational and research base of the UNIVERSITY;

**NOW THEREFORE**, in consideration of the premises and of other good and valuable considerations herein mentioned, the UNIVERSITY and GOVERNMENT hereto covenant and agree as follows:

#### **1. Leased Premises**

1.1 The UNIVERSITY hereby leases to the GOVERNMENT three (3) parcels of land consisting of approximately Twelve (12) acres of land and building space depicted overall on Exhibit A and identified more specifically as follows:

- (1) 1.13 Acres of land on which to construct a new ARS Laboratory/Office Building (as shown and described in detail on Exhibit B1); and
- (2) Up to 10.04 Acres of land on which to construct a new Headhouse/Greenhouse (as shown and described in detail on Exhibit B2), for which the specific design, location, and area occupied will be mutually acceptable to both the UNIVERSITY and the GOVERNMENT and will determine how to amend this Lease later to show the exact acreage and location; and

- (3) Approximately 0.9 Acres of land which currently houses ARS Seed Storage and Freezers (as shown and described in detail on Exhibit B3); and
- (4) Approximately 9,639 square feet of various rooms in the facility known as the USDA Bee Biology & Systematics Laboratory (as further shown on Exhibit B4), as mutually agreed to and has been so occupied since the facility was constructed a few years ago.

All sites are hereinafter referred to as the "Leased Premises," located within the property owned by the UNIVERSITY, at 4800 Old Main Hill, Logan, UT 84322. Said Exhibits A, B1, B2, B3, and B4 being attached hereto and by this reference made a part hereof.

## **2. Term**

2.1 The UNIVERSITY hereby leases to the GOVERNMENT the Leased Premises for a primary term of thirty (30) years, beginning \_\_\_\_\_, 2010, subject to termination and renewal rights thereafter as hereinafter set forth.

2.2 This lease may, at the option of the GOVERNMENT, be renewed for two (2) additional periods of ten (10) years each, provided notice is given in writing to the UNIVERSITY at least six (6) months before the Lease Expiration Date.

## **3. Termination Rights**

3.1 The GOVERNMENT may terminate this Lease at any time by issuing a written notice to the UNIVERSITY at least twelve (12) months in advance of the desired termination date. The period for said termination notice will commence on the day following the day of mailing. Upon said termination the Disposal Provision in Article 10 shall take effect.

3.2 The UNIVERSITY and GOVERNMENT, by mutual agreement, may provide for alternative advance notification procedures, as appropriate, for purposes of termination. Said mutual agreement must take the form of a Supplemental Agreement to the Lease, executed by both parties and attached hereto.

3.3 In the event the GOVERNMENT does not begin construction of the research facilities within five (5) years of the effective date of this LEASE as set forth in Paragraph 5, this LEASE shall terminate unless extended by mutual agreement of the UNIVERSITY and the GOVERNMENT and evidenced in writing.

## **4. Rental**

4.1 The GOVERNMENT shall pay to the UNIVERSITY a rental fee of one dollar (\$1.00) for the first year of the primary term, receipt of which is hereby acknowledged, with no further rental fees chargeable or payable during the remainder of the term.

## **5. Construction Plans**

5.1 The GOVERNMENT agrees that in the development of plans for buildings, utilities, improvements, facilities, and additions thereto, and landscaping and signs to be erected upon the Leased Premises, it will coordinate and review the plans with the UNIVERSITY and cooperate in providing information to

UNIVERSITY for meeting UNIVERSITY standards and for obtaining approvals required by UNIVERSITY and/or by state oversight bodies. The GOVERNMENT acknowledges that the UNIVERSITY must obtain approval from the Utah State Board of Regents, the Utah State Building Board, and the Utah Legislature for the construction of any new building. The GOVERNMENT agrees that it shall obtain the concurrence of the UNIVERSITY, to the greatest extent practicable, to ensure that structures, facilities, and signs to be erected upon the Leased Premises conform to general site plans and general architectural requirements which the UNIVERSITY has adopted for its sites and buildings and such concurrence will not be unreasonably withheld.

## **6. Construction**

6.1 The GOVERNMENT shall have the right during the existence of this Lease to erect upon the Leased Premises an office/laboratory building, a greenhouse/headhouse facility, and related research buildings and support facilities as may be needed; to erect additions thereto, and to place appropriate signs in or upon the buildings and premises. The GOVERNMENT agrees to landscape all perimeter areas as may be specified by the UNIVERSITY and to construct any fencing (as may be needed) only inside the landscaped areas and/or as may be applicable to each leased site, excluding the main building area and the entire landscaped perimeter areas.

6.2 In order to make the leased site shown in Exhibit B1 ready for the GOVERNMENT'S planned construction, the UNIVERSITY's preparation of the site will include making utility improvements such as re-routing and/or upgrading lines as necessary to accommodate the GOVERNMENT and extending its main utility tunnel and lines therein i.e. the steam, condensate and chilled water lines, sufficient to meet GOVERNMENT'S needs to connect to existing or future UNIVERSITY-owned or operated utilities and/or services, including but not limited to, gas, electricity, water, telephone, refuse removal, and sewer systems, as applicable and as long as available. It is understood that the GOVERNMENT and UNIVERSITY will share the expenses related thereto and the GOVERNMENT'S proportionate costs of said utility improvements, extensions and connections to the utilities shall not exceed fifty percent (50%) of the UNIVERSITY'S total actual cost of designing and making the necessary improvements and extensions, for which the tunnel-related costs will be based on the TUNNEL construction cost factors outlined to date in Jacobsen Construction's schematic estimate dated January 20, 2010, attached hereto as Exhibit C, and such additional cost elements that are further identified through final design and construction. The UNIVERSITY shall notify the GOVERNMENT in writing before the UNIVERSITY considers any upgrading and/or changes to the utilities over and above what is outlined in the Jacobsen Construction schematic estimated dated January 20, 2010. Any and all additional charges shall be proportioned to the GOVERNMENT'S needs and shall not exceed fifty percent (50%) of the additional costs. Payment to the UNIVERSITY for said costs will be made in a one-time payment once construction for the new ARS Office/Laboratory building has been fully funded.

6.3 It is understood that said connections to the utilities, use of utilities, and/or services which the UNIVERSITY may provide at the request of the GOVERNMENT, will be subject to payment from the GOVERNMENT of appropriate connection and monthly service charges as are reasonable and customary and mutually agreed upon.

## **7. Maintenance and Repair**

7.1 The GOVERNMENT shall, at its sole expense, maintain the interior and exterior of all buildings,

improvements and facilities, including the grounds, in good condition and repair, in a manner appropriate to the intended use thereof, and, to the extent practical, consistent with UNIVERSITY standards of building maintenance and repair, which may include separately arranging with and reimbursing UNIVERSITY to provide such services on/in respective leased parcels or space, as may be mutually compatible and beneficial.

## **8. Security and Inspection**

8.1 The GOVERNMENT shall be responsible to secure the buildings when not in use. The GOVERNMENT shall permit the UNIVERSITY or its agents to enter into and upon the premises and all structures after reasonable notice at all reasonable times.

## **9. Replacement**

9.1 If, at any time during the term of this Lease, the structures and facilities erected upon the Leased Premises shall be substantially damaged or destroyed by fire or other casualty, the GOVERNMENT shall have the option of:

(a) commencing and thereafter proceeding with reasonable diligence (subject to a reasonable time allowance for appropriation of any additional funds required and for any other unavoidable delay), at its sole expense, to restore or rebuild the same as nearly as possible to its value immediately prior to such damage or destruction, or

(b) terminating this Lease in accordance with disposal provisions of Article 9 hereof.

## **10. Disposal**

10.1 Any and all improvements, buildings, structures, and facilities constructed under or included in this Lease shall be and remain the property of the GOVERNMENT and may be removed from the premises within two (2) years after termination or expiration of this Lease. Within such years, the GOVERNMENT, at its option, may dispose of such facilities and improvements in one of the following ways, and in accordance with applicable laws and regulations in effect at the time of disposal:

- (a) Provide the UNIVERSITY with the right of first refusal to acquire the improvements. The conveyance of the facilities and improvements to the UNIVERSITY would be made upon payment to the GOVERNMENT of a mutually agreed upon figure based on the appraised fair market value of the facilities and improvements, as may be depreciated and as discounted for the fair market value of the leasehold.
- (b) Dispose of the buildings, improvements, and facilities to a third party or parties other than the UNIVERSITY. However, the UNIVERSITY shall concur and approve, in advance and in writing, any such conveyance to a third party.
- (c) Dispose of or have disposed by a third party such facilities and improvements by dismantling them and removing them from the Leased Premises, including completely removing all hazardous and non-hazardous waste materials, and restoring the areas affected by such removal to return them to the same condition as before the GOVERNMENT leased the property. Title to all such remaining property will become vested in the UNIVERSITY and the property will then be owned by the State of Utah.

## **11. Rights of Ingress/Egress**

11.1 The UNIVERSITY agrees to furnish to the GOVERNMENT during occupancy of the Leased Premises, the right of ingress and egress to the Leased Premises over and across land, common entrances, and rights of way; together with the right to park on UNIVERSITY property in accordance with UNIVERSITY parking regulations.

## **12. Sublet**

12.1 The GOVERNMENT shall not sublet or assign the Leased Premises, in whole or in part, without the consent of the UNIVERSITY. Such consent will not be unreasonably withheld. Such sublease shall be only for agricultural and other uses that are consistent and compatible with the UNIVERSITY environment.

## **13. Liability**

13.1 If the death of or injury to any person, or the loss of or damage to any property, is caused by the GOVERNMENT in the course of its use of the Leased Premises, the liability, if any, of the GOVERNMENT therefore shall be determined in accordance with the applicable provisions of the Federal Tort Claims Act (62 Stat. 869, 982; 28 U.S.C. 2671-2680).

13.2 The UNIVERSITY will hold the GOVERNMENT harmless from any liability arising from the acts or omissions of an employee, agent, or officer of the UNIVERSITY, EXCEPT: to the extent aforesaid liability arises from the negligent acts or omissions of the GOVERNMENT, its employees, agents, or contractors and employees or agents of the contractor.

13.3 The GOVERNMENT will hold the UNIVERSITY harmless from any liability arising from the negligent act or omission of a Federal Government officer or employee acting within the scope of his or her employment, EXCEPT: to the extent aforesaid liability arises from the negligent acts or omissions of the UNIVERSITY, its employees, agents, or contractors and employees or agents of the contractor.

13.4 The GOVERNMENT's liability is limited to that available pursuant to the Federal Tort Claims Act, 28 USC 2671, et seq. The UNIVERSITY's liability is the Utah Governmental Immunity Act, Utah Code Annotated Title 63G Chapter 7 et. sec.

## **14. State and Local Regulations and Permitted Use of Chemicals**

14.1 The GOVERNMENT shall not suffer any waste to be committed in or about said premises, shall keep the premises free and clear of any and all refuse and other nuisance, shall strictly adhere to applicable regulations for the use and disposal of chemicals; and observe all other applicable laws, rules, regulations, and ordinances relating to the maintenance, use and occupancy of the premises.

## **15. Mineral Development**

15.1 The UNIVERSITY agrees that it shall not conduct nor shall it cause to be conducted any surface and/or subsurface drilling and/or excavation of the Leased Premises without the written consent of the GOVERNMENT, which shall not be unreasonably withheld.

## **16. Default**

16.1 Any omission of the UNIVERSITY to exercise any right upon the default of the GOVERNMENT shall not preclude the UNIVERSITY from the exercise of such right upon any subsequent default of the GOVERNMENT.

## **17. Severability**

17.1 Should any provision or portion of such provision of this Lease be held invalid, the remainder of this Lease or the remainder of such provision shall not be affected thereby.

## **18. Successors and Assigns**

18.1 The terms and provisions of this Lease and the conditions herein shall bind the GOVERNMENT and the UNIVERSITY, their successors and assigns.

## **19. Congress**

19.1 No Member of or Delegate to Congress shall be admitted to any share or part of this Lease, or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this Lease if made with a corporation for its general benefit.

## **20. Notification**

20.1 All notices or official communications which may be required under this Lease, given by either party to the other, shall be in writing and addressed to such party's address, unless otherwise provided herein, as follows:

- a. Notice to UNIVERSITY:     Utah State University  
                                         Office of Vice President for Business and Finance  
                                         1445 Old Main Hill  
                                         Logan, UT 84322-1445
  
- b. Notice to GOVERNMENT:   U.S. Department of Agriculture  
                                         Agricultural Research Service, USDA  
                                         Office of the Director, Facilities Division  
                                         Mail Stop 5123  
                                         5601 Sunnyside Avenue  
                                         Beltsville, Maryland 20705-5123

Either party may from time to time, by written notice to the other, designate a different address to which notices shall be sent.

## **21. Representation**

21.1 The making, execution, and delivery of this Lease have been induced by no representations,



statements, or warranties other than those herein expressed. This Lease embodies the entire understanding of the parties, and there are no further or other agreements or understandings, written or oral, in effect between the parties relating to the subject matter hereof. This Lease may be amended or modified only by an instrument of equal dignity and formally signed by both of the respective parties hereto.

## 22. Binding

22.1 This agreement shall be binding upon and inure to the benefit of the parties hereto, their agents, successors and assigns.

IN WITNESS WHEREOF, both the UNIVERSITY and GOVERNMENT have hereunto executed, signed, sealed, and delivered this Lease, the day, month, and year first above written.

### LESSOR:

#### UTAH STATE UNIVERSITY

By: \_\_\_\_\_  
David T. Cowley, Vice President for Business and Finance

Date: \_\_\_\_\_

And:

\_\_\_\_\_  
Noelle Cockett, Dean, College of Agriculture,  
and Vice President for Extension

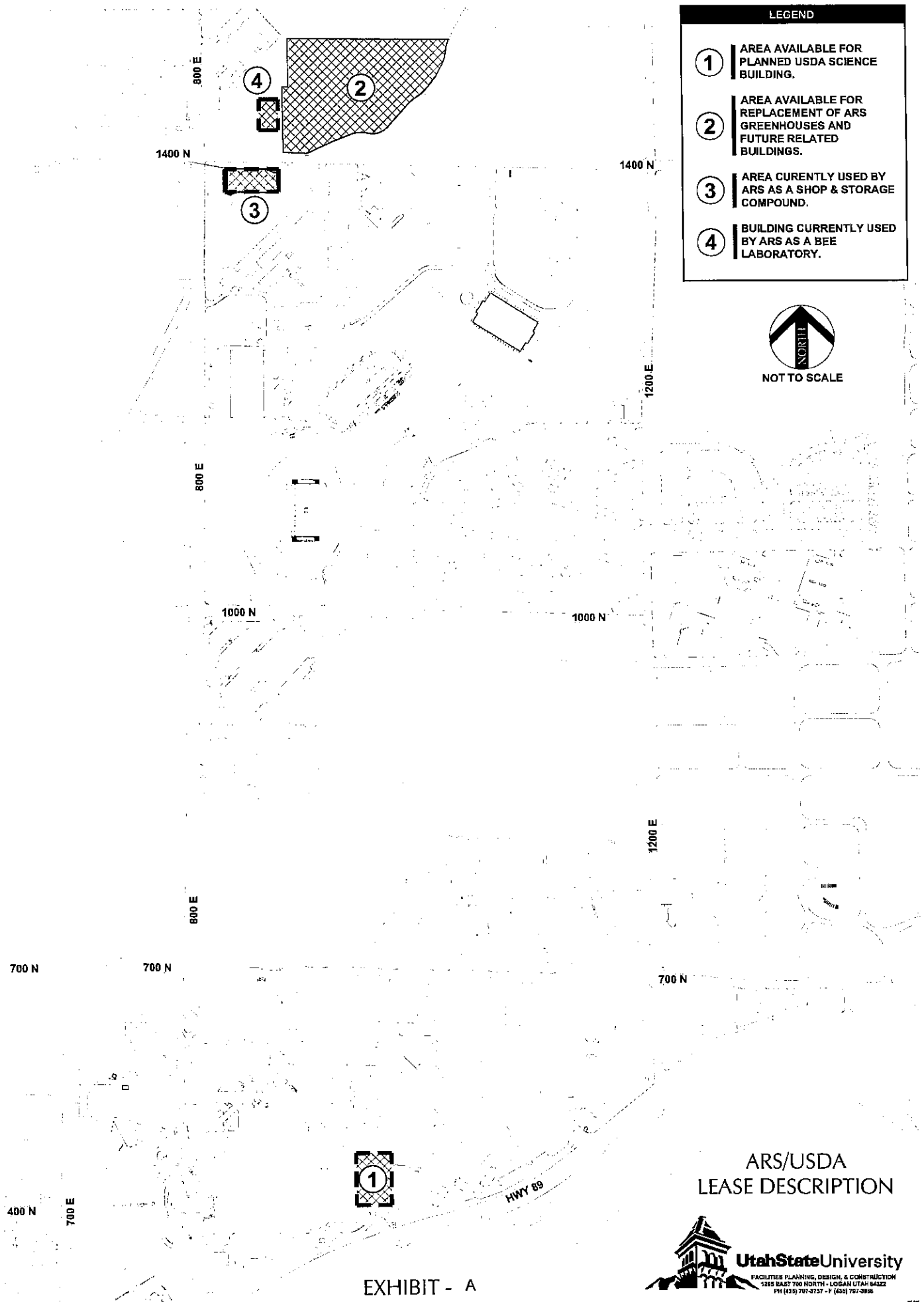
Date: \_\_\_\_\_

### LESSEE:

#### THE UNITED STATES OF AMERICA

By: \_\_\_\_\_  
Office of the Administrator, Agricultural Research Service  
U. S. Department of Agriculture

Date: \_\_\_\_\_



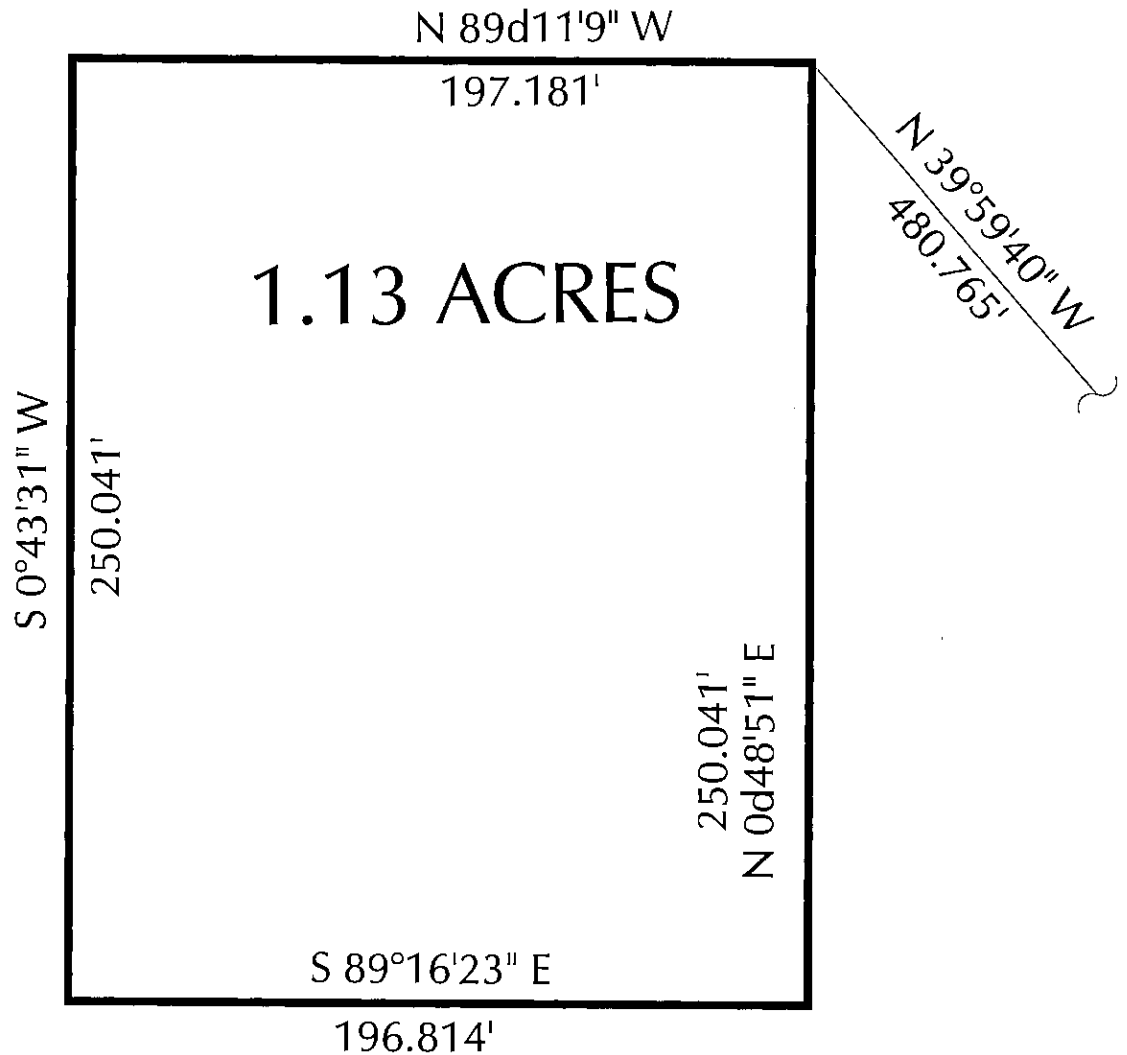
LEGEND

- ① AREA AVAILABLE FOR PLANNED USDA SCIENCE BUILDING.
- ② AREA AVAILABLE FOR REPLACEMENT OF ARS GREENHOUSES AND FUTURE RELATED BUILDINGS.
- ③ AREA CURRENTLY USED BY ARS AS A SHOP & STORAGE COMPOUND.
- ④ BUILDING CURRENTLY USED BY ARS AS A BEE LABORATORY.



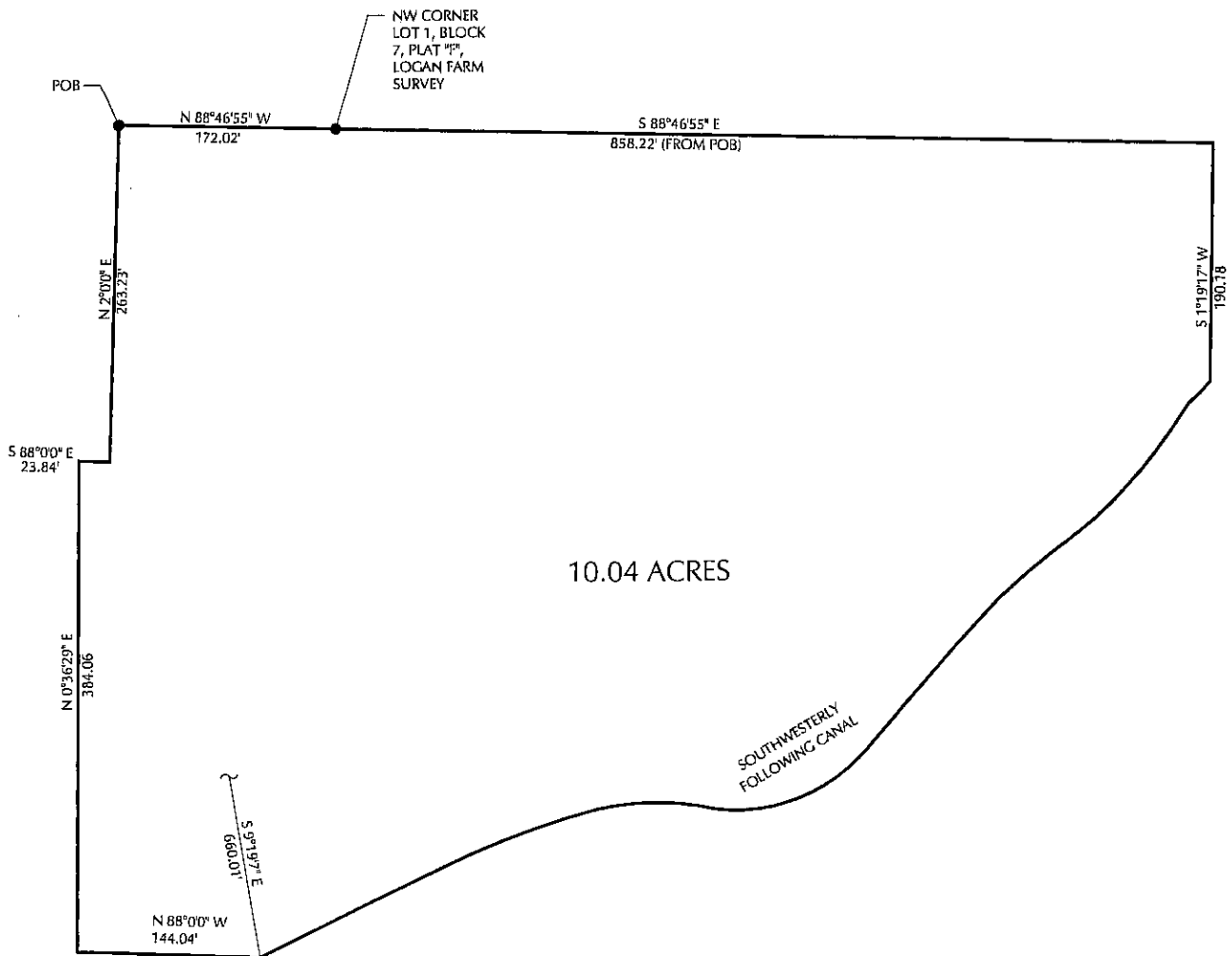
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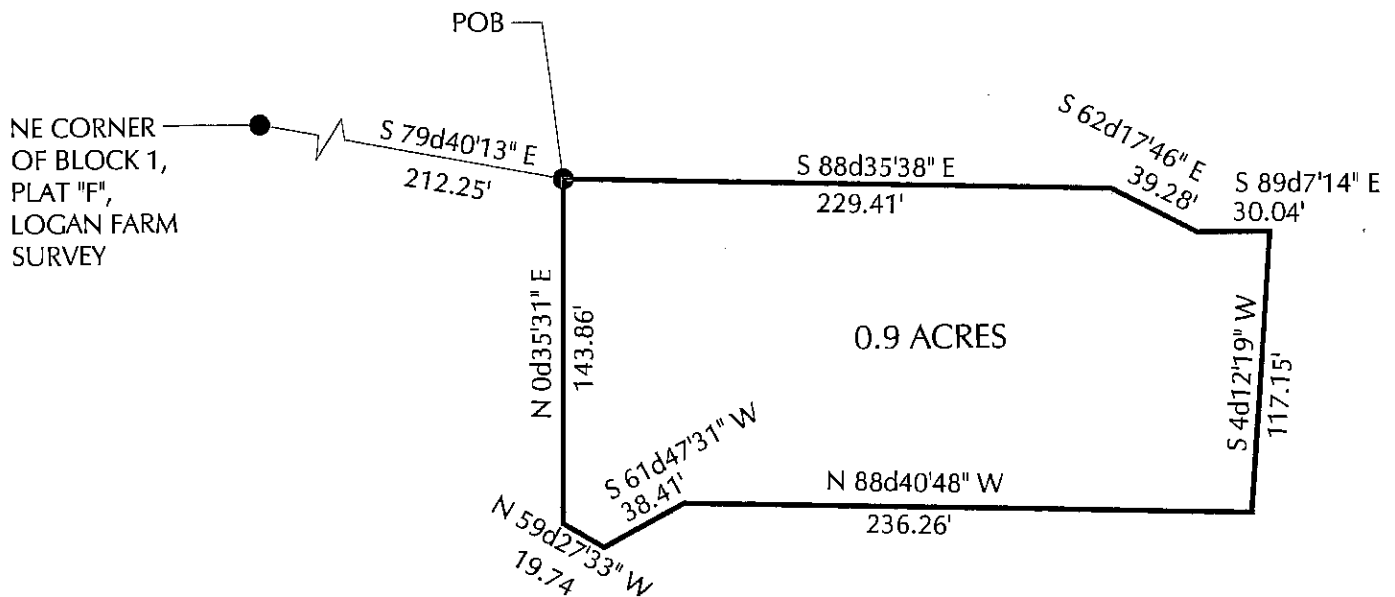


**FUTURE ARS BUILDING LEASE:**

BEGINNING AT A POINT THAT IS N 39°59'40" W 480.77 FEET MORE OR LESS FROM THE NORTHEAST CORNER OF BLOCK (40), PLAT "E", LOGAN CITY SURVEY, FURTHER DESCRIBED AS BEING LOCATED IN THE NORTH WEST QUARTER OF SECTION 35, TOWNSHIP 12 NORTH, RANGE 1 EAST OF THE SALT LAKE BASE AND MERIDIAN; THENCE N 89°11'9" W 197.18 FEET; THENCE S 0°43'31" W 250.01 FEET; THENCE S 89°16'23" E 196.81 FEET; THENCE N 0°48'51" E 250.04 FEET MORE OR LESS TO THE POINT OF BEGINNING, CONTAINING 1.13 ACRES.



EXISTING ARS LAB AND SUPPORT BLDGS AND FUTURE GREENHOUSES BEGINNING AT A POINT THAT IS  $N 88^{\circ}46'55'' E$  172.02 FEET MORE OR LESS FROM THE NORTHWEST CORNER OF BLOCK (1), PLAT "F", LOGAN FARM SURVEY, FURTHER DESCRIBED AS BEING LOCATED IN THE SOUTHWEST QUARTER OF SECTION 23, TOWNSHIP 12 NORTH, RANGE 1 EAST OF THE SALT LAKE BASE AND MERIDIAN; THENCE  $S 88^{\circ}46'55'' W$  858.22 FEET MORE OR LESS; THENCE  $S 1^{\circ}19'17'' W$  190.18 FEET TO THE WEST BANK OF THE LOGAN NORTHERN CANAL; THENCE SOUTHWESTERLY FOLLOWING THE CANAL TO A POINT THAT IS  $S 9^{\circ}19'7'' E$  660.01 FEET MORE OR LESS FROM THE POINT OF BEGINNING; THENCE  $N 88^{\circ}0'0'' W$  144.04 FEET; THENCE  $N 0^{\circ}36'29'' E$  384.06 FEET; THENCE  $S 88^{\circ}0'0'' E$  23.84; THENCE  $N 2^{\circ}0'0'' E$  263.23 FEET MORE OR LESS TO THE POINT OF BEGINNING, CONTAINING APPROXIMATELY 10.04 ACRES.



BEGINNING AT A POINT S 79°40'13" E 212.25 FEET MORE OR LESS FROM THE NORTHEAST CORNER OF BLOCK 1, PLAT "F", LOGAN FARM SURVEY, FURTHER LOCATED IN THE NORTHWEST QUARTER OF SECTION 26, TOWNSHIP 12 NORTH, RANGE 1 EAST OF THE SALT LAKE BASE AND MERIDIAN, THENCE S 88°35'38" E 229.41 FEET, THENCE S 62°17'46" E 39.28 FEET, THENCE S 89°7'14" E 30.04 FEET, THENCE S 4°12'19" W 117.15 FEET, THENCE N 88°40'48" W 236.26 FEET, THENCE S 61°47'31" W 38.41 FEET, THENCE N 59°27'33" W 19.74 FEET, THENCE N 0°35'31" E 143.86 FEET MORE OR LESS TO THE POINT OF BEGINNING, CONTAINING 0.9 ACRES.



01/20/2010  
UTILITY TUNNELEXHIBIT C

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revision to Policy R710, Capital Facilities

Issue

Institutions of higher learning in Utah are often looking for good opportunities to affordably expand campus land holdings. Opportunities to purchase property adjacent to campuses are rare, and often when presented, require quick action. Utah State Code permits the Board of Regents to acquire and purchase property. No authority is given to individual institutions of higher learning to engage in purchase contracts without the approval of the Board of Regents. (Please refer to Utah Code Sections 53B-20-103 and 104).

Proposed Revisions

It is proposed that the Regents delegate authority to institutional Boards of Trustees to engage in property purchase transactions with the following limitations:

1. Property needs to be identified on the approved institutional campus master plan and must be contiguous to the existing campus land boundary.
2. Property purchased cannot exceed \$500,000 for properties affecting the U of U, WSU, SLCC, UVU, USU, DSC, \$400,000 for SUU and \$250,000 for Snow and CEU.
3. All sales must have a supporting MLS appraisal. The purchase price cannot exceed the MLS appraised value.
4. Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost.
5. This delegation of purchasing authority is only available in instances where no operations and maintenance (O & M) funds will be requested. If O & M funds are to be requested, the purchase needs to be approved through the normal Regent process.
6. Institutions choosing to utilize this delegated authority are required to report the purchase at the next regularly scheduled Board of Regents meeting.

Also included with this revision is a refinement of language clarifying the authorization of Boards of Trustees to engage in the use of options to acquire property. To accommodate this change, Regent policy R710, Capital Facilities, is changed in section. 4.5.4 by adding the delegation of authority described above.



Commissioner's Recommendation

The Commissioner recommends that the Board consider and, if satisfied, approve the proposed revisions to Policy R710, Capital Facilities.

WAS/GLS/SAD  
Attachment

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William A. Sederburg  
Commissioner of Higher Education

**R710-1. Purpose:** To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

### R710-2. References

- 2.1. Utah Code [§53B-6-101](#) (Master Plan for Higher Education - Studies and Evaluations)
- 2.2. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations)
- 2.3. Utah Code [§53B-20-101](#) (Property Rights - Title and Control)
- 2.4. Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures [R711](#), State Building Board Delegation of Capital Facilities Projects
- 2.6. Policy and Procedures [R720](#), Capital Facilities Master Planning

### R710-3. Definitions

3.1. **"Capital Development"** -- Utah Code 63A-5-104(1)(a) defines a capital development as any:

- remodeling, site, or utility projects with a total cost of \$2,500,000 or more;
- new facility with a construction cost of \$500,000 or more; or,
- purchase of real property where an appropriation is requested to fund the purchase.

3.1.1. **"New Facility"** means the construction of any new building on state property regardless of funding source, including

- an addition to an existing building; and
- the enclosure of space that was not previously fully enclosed.
- "New facility" does not include:
- the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than \$2,500,000; or
- the construction of facilities that do not fully enclose a space.

3.2. **"Capital Improvement"** – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than \$2,500,000;
- site and utility improvement with a total cost of less than \$2,500,000; or
- new facility with a total construction cost of less than \$500,000.

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<sup>1</sup> Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999 and April 18, 2008.

Note: The State Building Board may provide capital improvement funding to a single project, or to multiple projects within a single building or facility, even if the total cost of the project or multiple projects is \$2,500,000 or more, if:

- (i) the capital improvement project or multiple projects require more than one year to complete; and
- (ii) the Legislature has affirmatively authorized the capital improvement project or multiple projects to be funded in phases.

**3.2.1. Submission of Capital Improvement Requests** – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

**3.3. "Capital Investment Plan":** Integrated scheduling of capital developments and improvements over a five-year planning period.

**3.4. "Capital Facility":** Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.

#### R710-4. Policy

**4.1. Statutory Authority:** Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

**4.2. Purpose:** The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

**4.3. Effective and Efficient Use of Resources:** The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

**4.4. Remodeling:** Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

**4.5. The State Board of Regents Will:**

**4.5.1. Programmatic Planning** – Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

**4.5.2. Campus Facilities Master Plans** – Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

**4.5.3. Requests for Appropriated Funds** – Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

**4.5.4. Projects Requiring Approval** – Except as provided by 4.5.4.1 below, review and approve all institutional requests for property acquisition that commit institutional funds in excess of \$100,000 or where, including consideration paid for options to acquire property, that commits institutional funds in excess of \$100,000 25,000. Review and approve all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, which will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction or remodeling is subject to legislative project approval. Further, all requests for operations and maintenance (O & M) funding require approval by the State Board of Regents. Delegation can occur in the following circumstances:

**4.5.4.1. Property Acquisitions Adjacent to Campuses** - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations: (1) Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary. (2) Property purchased cannot exceed \$500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, \$400,000 for SUU and \$250,000 for Snow and CEU. (3) All purchases must have a supporting MLS appraisal. The purchase price cannot exceed the MLS appraised value (4) Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost. (5) This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

**4.5.4.2. Reporting of Property Acquisitions – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.**

**4.5.5. Projects Funded from Non-State Appropriated Funds** – Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

**4.5.5.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets:** Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

**4.5.5.2. Funded from Private Sources:** Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

**4.5.6. Operating and Maintenance (O & M) Costs on Non-State Funded Projects:** (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.

(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be

accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

**4.5.6.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M:** In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

**4.5.6.2. Board Approval of O & M Funding Plan:** The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

**4.5.7. Leased Space:** Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed \$100,000 per year; (2) commit the institution to space rentals for 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarded to the State Building Board for possible inclusion its comprehensive 5-year building plan.

**4.6. The Commissioner Is Authorized to:**

**4.6.1. Recommendations:** Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

**4.7. Institutional Boards of Trustees Are Authorized to:**

**4.7.1. Facilities Master Plans:** Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

**4.7.2. Requests for Appropriated Funds:** Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

**4.7.3. Inconsistent Projects:** Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

**4.7.6. Public Hearings:** Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

**4.8. Institutional Presidents Are Authorized to:**

**4.8.1. Other Necessary Actions:** Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

**4.8.2. Routine Repair and Maintenance:** Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

**4.8.3. Change Orders:** Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

**4.8.4. Accept Completed Facilities:** Accept completed capital facilities from the DFCM.

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Sale of Property Adjacent to Campus

Issue

Southern Utah University has requested authorization to sell three small lots that are adjacent to the campus and border a parking lot of a Church of Jesus Christ of Latter-day Saints chapel. These are very shallow lots and have no practical use to the University for future expansion.

Background

SUU has owned these properties for several years. A friend of the University and donor has proposed to purchase these three homes for the appraised value. At an appropriate time in the near future he plans to donate them to the Church to expand their parking space. There is a standing shared use agreement with the Church wherein the University performs snow removal in exchange for parking privileges for faculty and students during the week. This will provide much needed parking on upper campus, which need will be increased with the completion of the Science Building addition now under construction.

The proceeds of approximately \$600,000 will be used to help meet the University's commitment for funding the Science Building addition, and will provide 70 parking stalls without incurring an estimated cost of \$243,000 were they to raze the existing homes and pave the lots for parking. The letter requesting approval of this sale of property and an aerial photograph of the property location are attached for Regents' information.

Commissioner's Recommendation

The Commissioner recommends approval of this proposed sale of property.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments



March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Approving Resolution for Student Loan Revenue Bonds Series 2010A

Issue

An Approving Resolution is needed to authorize the issuance and sale of the Board of Regents Student Loan Revenue Bonds Series 2010A in the aggregate principal amount not to exceed \$158,000,000. The Bonds are being issued to refinance the Series 2008A Bonds. The Student Finance Subcommittee reviewed this proposed transaction at its meeting on March 12, 2010 and recommends approval.

Background

The Series 2008A Bonds were issued on December 16, 2008 with a one-year Letter of Credit (LOC) from Wells Fargo Bank (the Bank). The original LOC expiration date was December 15, 2009, but the Bank has extended the LOC through April 30, 2010.

While the Series 2008A Bonds have served the Board well with regard to interest rate and structure, the Bank has indicated a desire to reduce its exposure in the student loan marketplace. This reflects a general business decision by the Bank and does not reflect concern with the specific underlying assets or with the Board as an issuer. Staff has been engaged in negotiations with the Bank since October 2009, attempting to extend the LOC or find an alternate financing structure.

In the course of negotiations the Bank offered two solutions: 1) a renewal of the LOC with an annual cost of 1.25% plus remarketing fees or 2) a direct placement of the bonds with the Bank at a floating interest rate indexed to the Securities Industry and Financial Markets Association Rate (SIFMA) comparable to the rate the Series 2008A Bonds have borne to date.

### Analysis

UHEAA staff weighed the benefits of both proposals from the Bank and concluded that the direct placement proposal offers the following advantages to the Board: 1) lower overall cost resulting in a savings of more than 34 basis points (.34%); 2) reduction in risk of possible downgrades in the Bank's credit rating by elimination of the LOC; and 3) elimination of underwriting and remarketing agent fees. Following is a comparison of the cost components:

| <u>Descripton</u>              | <u>Letter of Credit</u>            | <u>Direct Placement</u> |
|--------------------------------|------------------------------------|-------------------------|
| Interest Rate Terms            | Determined by<br>Remarketing Agent | SIFMA + 1.10%           |
| Interest Rate 1/1/09 - 12/1/09 | 0.47%                              | 1.50%                   |
| Credit Enhancement (LOC)       | 1.250%                             | 0%                      |
| Remarketing Agent Fees         | 0.125%                             | 0%                      |
| <b>All in Cost</b>             | <b><u>1.845%</u></b>               | <b><u>1.500%</u></b>    |
| Direct Placement Benefit       |                                    | 0.345%                  |

The 2010A Bonds are being issued for the purpose of refunding the Board's 2008A bonds. The 2010A Bonds are subject to a mandatory tender two years from the date of closing, with optional redemption by the Board anytime during the two-year period. As mentioned previously, the Bank has expressed a desire to reduce its exposure in the student loan marketplace. However, the bank has verbally expressed a willingness to consider extending the financing beyond the two-year period but has not formally committed to such an extension. As part of the negotiations, the staff has agreed to a proposed reduction in the outstanding Bonds as follows:

|                     |                             |
|---------------------|-----------------------------|
|                     | <u>Amount</u>               |
| Original principal  | \$191,500,000               |
| Paydown at closing  | (28,200,000)                |
| Paydown by 6/30/10  | (45,300,000)                |
| Remaining principal | <u><u>\$118,000,000</u></u> |

Proposed Not-to-Exceed Parameters of the Direct Purchase

|                                                                    | <u>Not-to-Exceed<br/>Parameter</u> | <u>Resolution<br/>Reference</u> |
|--------------------------------------------------------------------|------------------------------------|---------------------------------|
| Total Principal Amount                                             | \$ 158,000,000                     | Section 4                       |
| Principal Amount of Bonds That May Bear<br>Variable Interest Rates | \$ 158,000,000                     | Section 4                       |
| Maximum Interest Rate of Tax Exempt<br>Variable Rate Notes         | 18%                                | Section 4                       |
| <u>Maturity Dates</u>                                              | <u>November 1, 2048</u>            | <u>Section 4</u>                |

Basic Documents Requiring Approval

This transaction and all related documents have been reviewed and approved by Bond Counsel and Assistant Attorney General Tom Anderson.

Electronic copies of the following basic documents, which are in substantially final form, are available and will be provided upon request.

- 2010 Trust Indenture
- First Supplemental Indenture
- Bond Purchase Agreement
- Term Sheet

Requests for documents should be directed to Deputy Executive Director, Richard Davis, at (801) 321-7285 or rdavis@utahsbr.edu.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution authorizing the issuance and sale of the Series 2010A Student Loan Revenue Bonds.

\_\_\_\_\_  
William A. Sederburg  
Commissioner of Higher Education

WAS/DAF  
Attachment

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Approving Resolution for Student Loan Revenue Bonds Series 2010A

Issue

An Approving Resolution is needed to authorize the issuance and sale of the Board of Regents Student Loan Revenue Bonds Series 2010A in the aggregate principal amount not to exceed \$158,000,000. The Bonds are being issued to refinance the Series 2008A Bonds. The Student Finance Subcommittee reviewed this proposed transaction at its meeting on March 12, 2010 and recommends approval.

Background

The Series 2008A Bonds were issued on December 16, 2008 with a one-year Letter of Credit (LOC) from Wells Fargo Bank (the Bank). The original LOC expiration date was December 15, 2009, but the Bank has extended the LOC through April 30, 2010.

While the Series 2008A Bonds have served the Board well with regard to interest rate and structure, the Bank has indicated a desire to reduce its exposure in the student loan marketplace. This reflects a general business decision by the Bank and does not reflect concern with the specific underlying assets or with the Board as an issuer. Staff has been engaged in negotiations with the Bank since October 2009, attempting to extend the LOC or find an alternate financing structure.

In the course of negotiations the Bank offered two solutions: 1) a renewal of the LOC with an annual cost of 1.25% plus remarketing fees or 2) a direct placement of the bonds with the Bank at a floating interest rate indexed to the Securities Industry and Financial Markets Association Rate (SIFMA) comparable to the rate the Series 2008A Bonds have borne to date.

### Analysis

UHEAA staff weighed the benefits of both proposals from the Bank and concluded that the direct placement proposal offers the following advantages to the Board: 1) lower overall cost resulting in a savings of more than 34 basis points (.34%); 2) reduction in risk of possible downgrades in the Bank's credit rating by elimination of the LOC; and 3) elimination of underwriting and remarketing agent fees. Following is a comparison of the cost components:

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|--------------------------------|------------------------------------|-------------------------|
| Interest Rate Terms            | Determined by<br>Remarketing Agent | SIFMA + 1.10%           |
| Interest Rate 1/1/09 - 12/1/09 | 0.47%                              | 1.50%                   |
| Credit Enhancement (LOC)       | 1.250%                             | 0%                      |
| Remarketing Agent Fees         | 0.125%                             | 0%                      |
| <b>All in Cost</b>             | <b><u>1.845%</u></b>               | <b><u>1.500%</u></b>    |
| Direct Placement Benefit       |                                    | 0.345%                  |

The 2010A Bonds are being issued for the purpose of refunding the Board's 2008A bonds. The 2010A Bonds are subject to a mandatory tender two years from the date of closing, with optional redemption by the Board anytime during the two-year period. As mentioned previously, the Bank has expressed a desire to reduce its exposure in the student loan marketplace. However, the bank has verbally expressed a willingness to consider extending the financing beyond the two-year period but has not formally committed to such an extension. As part of the negotiations, the staff has agreed to a proposed reduction in the outstanding Bonds as follows:

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| Remaining principal | <u><u>\$118,000,000</u></u> |

Proposed Not-to-Exceed Parameters of the Direct Purchase

|                                                                    | <u>Not-to-Exceed<br/>Parameter</u> | <u>Resolution<br/>Reference</u> |
|--------------------------------------------------------------------|------------------------------------|---------------------------------|
| Total Principal Amount                                             | \$ 158,000,000                     | Section 4                       |
| Principal Amount of Bonds That May Bear<br>Variable Interest Rates | \$ 158,000,000                     | Section 4                       |
| Maximum Interest Rate of Tax Exempt<br>Variable Rate Notes         | 18%                                | Section 4                       |
| Maturity Dates                                                     | November 1, 2048                   | Section 4                       |

Basic Documents Requiring Approval

This transaction and all related documents have been reviewed and approved by Bond Counsel and Assistant Attorney General Tom Anderson.

Electronic copies of the following basic documents, which are in substantially final form, are available and will be provided upon request.

- 2010 Trust Indenture
- First Supplemental Indenture
- Bond Purchase Agreement
- Term Sheet

Requests for documents should be directed to Deputy Executive Director, Richard Davis, at (801) 321-7285 or [rdavis@utahsbr.edu](mailto:rdavis@utahsbr.edu).

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution authorizing the issuance and sale of the Series 2010A Student Loan Revenue Bonds.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DAF  
Attachment

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Approving Resolution for Straight-A Commercial Paper Funding Conduit

Issue

An Approving Resolution is needed to authorize the execution and delivery of a Funding Note Purchase Agreement, a Funding Note, and other related documents required for UHEAA to utilize the Straight-A Commercial Paper Conduit (the Conduit). The Conduit will be used to refinance up to \$800 million of outstanding student loan revenue bonds. The Student Finance Subcommittee reviewed this proposed transaction at its meeting on March 12, 2010 and recommends approval.

Background

Over the past 24 months, UHEAA staff has been engaged in evaluating the credit markets for the purpose of refinancing the Board's outstanding \$333 million of variable rate demand notes (VRDN) and the Board's \$1.586 billion of auction rate certificates (ARCs).

The Board's student loan program faces an immediate challenge with its variable rate demand notes. Student loans funded with these bonds have a negative spread and may result in a loss on these student loan portfolios totaling \$10 million over the next 12 months. The Board's auction rate certificate bonds do not pose an immediate challenge to net revenues; however, the bonds are in a failed auction status with the interest rates indexed to the Treasury Bill, LIBOR, or the J.J. Kenny index. Increases in these indexes may result in the erosion of the Board's trust estates to the extent the 90-day financial commercial paper rate (which drives student loan yields) does not increase in tandem.

Net Yield On Student Loans - The yield on almost all of the student loans in the Board's portfolio are computed on a variable rate basis with the rate determined by the Department of Education (ED). In general, the rate is tied to the commercial paper rate. Current market disruptions and intervention by the Treasury to prop up the commercial paper market have resulted in lower student loan yields. The table below summarizes the net yield environment currently facing the Board:

|                                                  | VRDN          | ARC<br>Taxable | ARC<br>Tax Exempt |
|--------------------------------------------------|---------------|----------------|-------------------|
| Average Student Loan Yield CP(.16%) + 2.40%      | 2.56%         | 2.56%          | 2.56%             |
| VRDN Interest Rate Prime + 1.25%                 | -4.50%        |                |                   |
| Taxable ARC Interest Rate T-Bill + 1.20%         |               | -1.32%         |                   |
| Tax Exempt ARC Interest Rate 175% of Kenny Index |               |                | -0.80%            |
| Credit Enhancement                               | -0.08%        | -0.09%         | -0.09%            |
| General and Administrative                       | -0.25%        | -0.25%         | -0.25%            |
| Servicing Costs                                  | -0.60%        | -0.60%         | -0.60%            |
| Net Yield on Student Loans                       | <u>-2.87%</u> | <u>0.30%</u>   | <u>0.82%</u>      |

Options for Refinancing - Financing options the Board has historically used have been unavailable with the collapse of the auction rate market and the unavailability of bank letters of credit and standby purchase agreements. The VRDNs in the Board's portfolio have a standby bond purchase agreement provided by Depfa Bank with an AMBAC insurance policy. Under this current structure, the bonds cannot be remarketed because of the rating of the bank and AMBAC. The ARCs are in a failed auction status and the market for ARCs is not expected to return. The refinancing options currently available to the Board are:

1. Straight-A Commercial Paper Conduit Financing
2. LIBOR Floating Rate Notes (market is beginning to emerge).

While the Floating Rate Note Market may provide options for the Board to refinance a portion of the Bond portfolio, it will take additional time for the markets to develop and for the Board, in consultation with our financial advisor and underwriters, to develop a financing that provides an optimal yield spread on the student loans. The staff is therefore pursuing the Conduit financing as a means to refinance a portion of the Board's bond portfolio.

Analysis of Student Loans and Bond Portfolio - The Board currently has three active trust estates. The student loans, outstanding bonds, and purpose yield liabilities at February 2010 are summarized as follows:



Utah State Board of Regents - Loan Purchase Program  
Summary of Assets and Liabilities (Millions)  
February 2010

| Description                           | 1988<br>Trust Estate | 1993<br>Trust Estate | 2008<br>Trust Estate |
|---------------------------------------|----------------------|----------------------|----------------------|
| Cash                                  | 38                   | 59                   | 154                  |
| Rebate Accounts *                     | 34                   | 30                   |                      |
| Reserve Accounts *                    |                      | 12                   | 10                   |
| Student Loans Eligible for Conduit    | 95                   | 590                  | 25                   |
| Student Loans ineligible for Conduit  | 398                  | 906                  | 7                    |
| Taxable Variable Rate Demand Notes    | 58                   |                      |                      |
| Tax Exempt Variable Rate Demand Notes | 275                  | 35                   | 192                  |
| Auction Rate Certificates - Taxable   | 35                   | 972                  |                      |
| Tax Exempt Auction Rate Certificates  | 108                  | 506                  |                      |
| Accrued Purpose Yield Liability       | 29                   | 29                   |                      |

\* Cash restricted for either Purpose Yield Liability or Indenture reserve requirements.

The interest rate costs for each type of financing are illustrated below:

Utah State Board of Regents - Loan Purchase Program  
Summary of Bond Cost

|                    | VRDO          | Conduit       | Taxable<br>Auction Rate<br>Certificate | Tax Exempt<br>Auction Rate<br>Certificate |
|--------------------|---------------|---------------|----------------------------------------|-------------------------------------------|
| Interest Rate      | 4.500%        | 0.241%        | 1.320%                                 | 0.802%                                    |
| Credit Enhancement | 0.084%        | 0.350%        | 0.087%                                 | 0.087%                                    |
| Rating Agency Cost |               | 0.003%        | 0.004%                                 | 0.004%                                    |
| Cost of Issuance   | 0.027%        | 0.025%        |                                        |                                           |
|                    | <u>4.611%</u> | <u>0.619%</u> | <u>1.411%</u>                          | <u>0.893%</u>                             |

The Board can reduce overall Bond interest cost by placing eligible student loans into the Conduit and redeeming outstanding bonds at par or at a discount. The Board has approximately \$750 million of student loans eligible for the Conduit.

Straight-A Commercial Paper Conduit Financing - The Conduit was created under the Ensuring Continued Access to Student Loans Act (ECASLA). A summary of the Conduit provisions are shown below:

- Eligible loans include subsidized and unsubsidized Stafford loans originated between October 1, 2003 and July 1, 2009. Consolidation loans, which comprise 51% of the Board's portfolio, are not eligible.
- The interest cost of the Conduit is a low cost variable rate commercial paper structure currently pricing at 90-day LIBOR.
- Liquidity is provided by the Federal Financing Bank with a liquidity fee paid by the issuer.
- Deadline for placing loans into the Conduit is June 30, 2010.
- Loans are financed at 97% of their principal amount. 3% equity contribution is required.
- The issuer will fund a reserve account approximately 1% of principal balance.
- The termination date of the Conduit is September 30, 2014. Alternative financing must be arranged before this date; otherwise, the loans must be put to ED to close the financing.

#### Proposed Structure

Based upon the financing team's review and analysis of the Program's needs, alternative structures, pricing, and current circumstances, it is concluded that the Board would best be served by utilizing the Conduit as a means to refinance currently outstanding debt.

|                   | <u>Proposed Amount</u> | <u>Var. / Fixed Rate</u> | <u>Maturity</u> |
|-------------------|------------------------|--------------------------|-----------------|
| Conduit Financing | \$800,000,000          | Variable                 | 9/30/2014       |

#### Basic Documents

This transaction and all related documents have been reviewed and approved by Bond Counsel and Assistant Attorney General Tom Anderson.

Electronic copies of the following basic documents, which are in substantially final form, are available and will be provided upon request.

- Funding Note Purchase Agreement
- Funding Note
- Master Servicing Agreement

Requests for documents should be directed to Deputy Executive Director, Richard Davis, at (801) 321-7285 or rdavis@utahsbr.edu.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution to authorize the execution and delivery of a Funding Note Purchase Agreement, a Funding Note, and other related documents required for UHEAA to utilize the Straight-A Commercial Paper Conduit.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DAF  
Attachment

Ephraim, Utah

April 1, 2010

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Snow College in Ephraim, Utah on April 1, 2010, commencing at [1:30] p.m. The following members were present:

|                     |            |
|---------------------|------------|
| Jed H. Pitcher      | Chair      |
| Bonnie Jean Beesley | Vice Chair |
| Jerry C. Atkin      | Member     |
| Brent L. Brown      | Member     |
| Rosanita Cespedes   | Member     |
| France A. Davis     | Member     |
| Katharine B. Garff  | Member     |
| Greg W. Haws*       | Member     |
| Meghan Holbrook     | Member     |
| David J. Jordan     | Member     |
| Nolan E. Karras     | Member     |
| Robert S. Marquardt | Member     |
| Anthony W. Morgan   | Member     |
| Carol Murphy*       | Member     |
| William H. Prows*   | Member     |
| Marlon O. Snow      | Member     |
| Teresa L. Theurer   | Member     |
| John H. Zenger      | Member     |

Absent:

Also Present:

|                      |                                  |
|----------------------|----------------------------------|
| William A. Sederburg | Commissioner of Higher Education |
| Joyce Cottrell, CPS  | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

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

---

\* Non-voting member

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE EXECUTION AND DELIVERY OF A FUNDING NOTE PURCHASE AGREEMENT, FUNDING NOTE, AND RELATED DOCUMENTS, AND THE TAKING OF CERTAIN OTHER ACTIONS IN CONNECTION THEREWITH.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the “Act”), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, the Board plans to refinance certain eligible loans through the issuance and sale of a funding note pursuant to the U.S. Department of Education’s student loan asset-backed commercial paper conduit, Straight-A Funding, LLC (the “Conduit”).

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

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

Section 2. The proposed form of (i) funding note purchase agreement by and among the Board, Straight-A Funding, LLC as Conduit Lender, The Bank of New York Mellon as Conduit Administrator, Securities Intermediary and Conduit Lender Eligible Lender Trustee, and BMO Capital Markets Corp. as Manager (the “Funding Note Purchase Agreement”), (ii) funding note made by the Board in favor of the Conduit Lender (the “Funding Note”) in an amount of not to exceed \$800,000,000, (iii) master servicing agreement by and between the Board, as funding note issuer and master servicer, The Bank of New York Mellon, as conduit administrator, and Straight-A Funding, LLC, as conduit lender (the “Master Servicing Agreement”), (iv) power of attorney granted by the Board as funding note issuer (the “Power of Attorney”) and (v) UCC financing statements evidencing the pledged student loan collateral pursuant to the Conduit (the “UCC Financing Statements”), all in substantially the forms presented to this meeting, are hereby approved. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Funding Note Purchase Agreement, Funding Note, Master Servicing Agreement, Power of Attorney and UCC Financing Statements, in substantially the forms and with substantially the same content as presented at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 3 hereof.

Section 3. The appropriate officials of the Board, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Funding Note Purchase Agreement, Funding Note, Master Servicing Agreement, Power of Attorney and UCC Financing Statements or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the requirements of the Department of Education, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States within the parameters established herein.

Section 4. The student loans are hereby authorized to be pledged as collateral pursuant to the requirements of the Funding Note Purchase Agreement, and the filing of the UCC Financing Statements (if required) pursuant to the Funding Note Purchase Agreement is hereby authorized.

Section 5. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized and directed to countersign or to attest the signature of the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board (provided that such officer shall not countersign or attest his or her own signature) and to affix and attest the seal of the Board as may be required in connection with the execution and delivery of said Funding Note Purchase Agreement, Funding Note, Master Servicing Agreement, Power of Attorney and UCC Financing Statements and any other document, certificate or agreement executed in connection with the Conduit in accordance with this resolution; provided that the due execution and delivery of said documents or any of them shall not depend on such signature of any countersigning or attesting officer or affixing of such seal. Any of such documents may be executed in multiple counterparts.

Section 6. The appropriate officials of the Board, including without limitation the Chair, the Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 7. All actions heretofore taken and documents heretofore executed and delivered by the officers and agents of the Board with respect to the Conduit are hereby approved, confirmed and ratified, and the officers of the Board are hereby authorized and directed, for and in the name and on behalf of the Board, to do any and all things and take any and all actions and execute and deliver any and all certificates, agreements and other documents, which they, or any of them may deem necessary or advisable.

Section 8. All consents, approvals, notices, orders, requests and other actions permitted or required by any of the documents authorized by this resolution, including without limitation any of the foregoing which may be necessary or desirable in connection with any default under or amendment of such documents, may be given or taken by any officer of the Board without further authorization by this Board, and the officers of the Board are hereby authorized and directed to give any such consent, approval, notice, order or request and to take any such action which they, or any of them may deem necessary or desirable to further the purposes of this resolution.

Section 9. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 10. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 11. This Resolution shall become effective immediately upon its adoption.



PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 1ST DAY OF APRIL, 2010.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on April 1, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 1st day of April, 2010.

---

Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the April 1, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on March \_\_\_\_, 2010, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on March \_\_\_\_, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on \_\_\_\_\_; (ii) provided on \_\_\_\_\_, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year.

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 1st day of April, 2010.

(SEAL)

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY



March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Proposed Selection of UHEAA Financial Underwriter

Issue

Regents' approval is requested to finalize the selection of two underwriting firms who will provide underwriting or private placement services in connection with the anticipated issuance of student loan revenue bonds. The Student Finance Subcommittee reviewed the analysis of proposals received as prepared by UHEAA's staff and financial advisor at its meeting on March 12, 2010 and recommends to the Board of Regents the selection of RBC Capital Markets (RBC), a subsidiary of Royal Bank of Canada, and Bank of America Merrill Lynch to provide Underwriting Services on student loan financing matters.

Background

UHEAA staff issued a Request for Proposal on December 21, 2009 to select one or more Underwriters for the purpose of issuing student loan revenue bonds under the State Board of Regents of the State of Utah Student Loan Purchase Program (the "Program"). The Underwriter(s) along with UHEAA's financial advisor are also responsible for developing innovative solutions to refinance the Board's outstanding bond portfolio. UHEAA's financial advisor is independent from any underwriting activity and has a fiduciary obligation to UHEAA. Proceeds from the Bonds may be utilized to refinance certain loans held within the Program's outstanding trusts or finance the acquisition of eligible student loans.

The request for proposal by the Board resulted in responses from the following six firms:

- RBC Capital Markets
- Bank of America Merrill Lynch (BAML)
- Deutsche Bank
- Morgan Stanley
- BMO Capital Markets
- Ramirez & Co., Inc.

A committee of UHEAA's senior staff and the financial advisor evaluated all six proposals based on criteria listed in the request for proposal. UHEAA has ranked the responses in the order listed above with RBC Capital Markets and BAML being the leading proposers to emerge from the evaluation process.

The Education Loan Finance group at RBC, directed by Jeff Wagner, has been involved in student loan financing since 1996. The average number of years of student loan finance experience among the 13 senior banking professionals at RBC is 20 years. The bank offers strength in student loan expertise, capital structure, distribution capabilities and financial product innovation.

The BAML Education Finance Group is directed by Chris Cronk, Managing Director. BAML has been active in the student loan arena for 10 years. The average number of years of student loan finance experience in the Education Finance Group is 10 years. BAML also offers the Board strength in underwriting capabilities, distribution of bonds, capital structure and the ability to provide innovative solutions to the Board's financing needs.

UHEAA staff believes that continued competition between two underwriters will provide greater innovation from both firms and keep interest rates and other costs at the lowest achievable level. Secondly, if the Board decides to issue Floating Rate Notes in the future, investors will require a minimum of two underwriters to insure a reasonable level of secondary market support for the bonds they purchase.

Electronic copies of the proposals are available and will be provided upon request. Requests for copies should be directed to Deputy Executive Director, Richard Davis, at (801) 321-7285 or rdavis@utahsbr.edu.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the selection of RBC Capital Markets and Bank of America Merrill Lynch to provide Underwriting Services for UHEAA on student loan financing matters.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DAF

April 1, 2010

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah Educational Savings Plan (UESP) Line of Credit

Issue

UESP needs to renew and increase its permanent method of investing account owners' contributions without the delays caused by uncollected funds.

Background

UESP receives contributions by check, Automated Clearing House (ACH), payroll deduction, and bank wire. Prior to investing contributions, UESP deposits the funds into its bank account. Normally, the funds are invested the following business day. However, from time to time, some of the funds cannot be invested the next business day because not enough collected funds are available in UESP's bank account to invest according to account owners' instructions.

The three primary sources for the delays are (1) the two-day float imposed by the bank on deposited checks, rendering only 70% of deposited funds available the next day; (2) moving funds between the various underlying investments in UESP may cause a delay in available funds; and (3) the bank's rejection of some contributions, usually due to insufficient funds in the contributor's bank account.

In March 2009, UESP received Board approval for a \$1,000,000 line of credit to eliminate the necessity of withholding funds from next-day investment. UESP requests that the Board renew and increase the line of credit to \$1,500,000 to bridge the periodic one-day delay of collected funds. This line of credit increase will enable UESP to support the growth of the program and maintain the corresponding level of customer service. The estimated annual cost for the fee and interest is \$6,000.

Both the Student Finance Subcommittee and Assistant Attorney General Tom Anderson have reviewed the terms of the line of credit.

Commissioner's Recommendation

The Commissioner recommends the Regents approve UESP establishing a \$1,500,000 line of credit to bridge the periodic one-day delay of collected funds. This line of credit will enable UESP to support the growth of the program and maintain the corresponding level of customer service.

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William A. Sederburg  
Commissioner of Higher Education

WAS:csm

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Efficiencies in Higher Education Through the use of Purchasing Consortium and State Cooperative Contracts

Directors of Purchasing for Utah's institutions of higher education join together with the Chief Procurement Officer of the State of Utah to develop cooperative efforts for maximizing state resources and create group cooperative contracts where practical. The group meets quarterly to share knowledge and experiences, develop group specification and encourage cooperative efforts.

Lois Wiesemann, Director of Purchasing Services at Utah Valley University and current President of the Utah Procurement Advisory Council (UPAC), will present examples of cooperative procurement efforts within the Utah System of Higher Education. These cooperative contracts, often in collaboration with the State of Utah and/or the Western States Contracting Alliance (WSCA), have leveraged the buying power of the Utah system institutions, the State and 15+ western states to reduce expenses.

Kent Beers, Director of the Division of Purchasing and General Services for the State of Utah, will discuss state cooperative contracts – what they are, who uses them and the pricing advantages they offer. He will also explain the Western States Contracting Alliance (WSCA) and the advantages offered by the alliance with the participating states.

Meaningful cost savings have been realized through cooperative efforts. The reports will provide specific examples of savings and ways USHE institutions, in cooperation with the State of Utah and the Western States Contracting Alliance, can bring continued savings to the Utah System of Higher Education.

Commissioner's Recommendation

This is an informational item only, no action is needed.

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William A Sederburg  
Commissioner of Higher Education

WAS/GLS/SSD

# State Purchasing

## State Cooperative Contracts

### What Are State Cooperative Contracts?

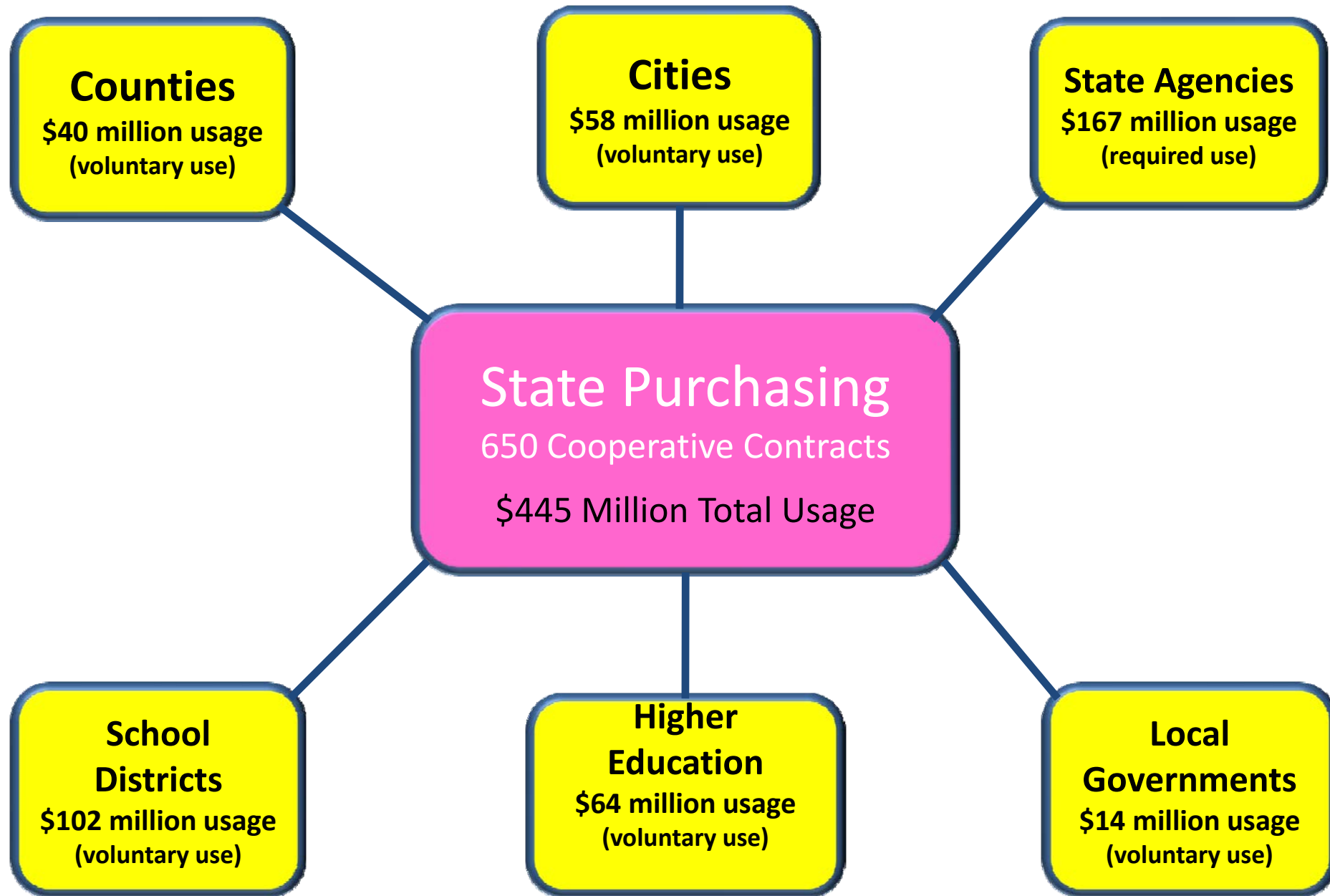
- Contracts for Goods & Services Developed by State Purchasing

### Who Uses State Cooperative Contracts?

- Higher Ed & Public Ed
- Cities & Counties
- State Agencies & Local Governments

### Advantages of Cooperative Contracting

- Combined Purchasing Power (\$445 million in UT buying power – \$64 million Higher Ed)
- Lower Prices and Higher Quality Goods and Services
- Properly Executed Contracts (Ts & Cs protect Utah's interests)
- Reduced Number of Bids & RFPs Issued by Higher Ed, Public Ed, Cities, Counties
- Reduced Number of Procurement Staff by Higher Ed, Public Ed, Cities, Counties
- Reduced Contract Management Expense by Higher Ed, Public Ed, Cities, Counties



# State Purchasing

## WSCA Cooperative Contracts

### What Are WSCA Cooperative Contracts?

- Contracts Developed by the Western States Contracting Alliance

### Who Participates in WSCA Cooperative Contracts?

- 15 Western States  
Utah, California, Arizona, Colorado, Washington, Idaho, Montana, Nevada, Oregon, Hawaii, Alaska, New Mexico, Minnesota, South Dakota, Wyoming
- Only State Purchasing Depts. May Participate in WSCA
- Higher Ed Participates Through Utah State Purchasing

### Advantages of WSCA Cooperative Contracts

- 30 of Utah's State Cooperative Contracts are through WSCA
- Combined Purchasing Power (\$10.7 billion in buying power)
- All Other Advantages of a State Cooperative Contract  
(Lowest Prices, High Quality Good & Services, Reduced Admin Expense to Higher Ed, etc.)

# Examples of Savings from State Cooperative Contracts

| <b>Contract</b>                                                                                                                                                                                                  | <b>Compared Against</b>                                                                                              | <b>Savings</b>                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Copiers</b><br>Canon, Ricoh, Konica, Sharp, Oce,<br>Toshiba, Xerox, Kyocera, Fowler                                                                                                                           | <b>Copier Contracts in<br/>Other States</b>                                                                          | <b>Utah Contract Price<br/>23.46% Lower</b>                                                                             |
| <b>Industrial Supplies</b><br>Grainger Industrial Supply                                                                                                                                                         | <b>Industrial Supply<br/>Contracts in Other States</b>                                                               | <b>Utah Contract Price<br/>23.9% Lower</b>                                                                              |
| <b>Data Communications</b><br>Enterasys, Extreme Networks, 3-Com,<br>Alcatel, Brocade, Juniper, Cisco, Meru                                                                                                      | <b>Data Communications<br/>Contracts in Other States</b>                                                             | <b>Utah Contract Price<br/>7.40% Lower</b>                                                                              |
| <b>Office Products</b><br>Office Max, Office Depot, Staples<br><b>Notebooks, Pads, Post-It-Notes</b><br><b>Pens, Pencils, Markers, etc.</b><br><b>HP Laser Toner</b><br><b>Report Covers, File Folders, etc.</b> | <b>Store Catalog Price</b><br><b>Store Catalog Price</b><br><b>Store Catalog Price</b><br><b>Store Catalog Price</b> | <b>Utah Contract Price</b><br><br><b>73.2% Lower</b><br><b>75.3 % Lower</b><br><b>42.3% Lower</b><br><b>65.2% Lower</b> |



# **Utah Procurement Advisory Council (UPAC)**

Who?

- **Chief Procurement Officer of the State of Utah**
- **Directors of Purchasing for Utah's institutions of higher ed**

Why?

- **Increase voluntary cooperative group contracting**
- **Group specification development**
- **Encourage cooperative efforts to maximize state resources**
- **Shared knowledge and experiences**

When?

- **Quarterly**

Where?

- **Rotates to institutions**

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Capital Facilities Update

The recently concluded State Legislature funded statewide Capital Developments totaling \$202,111,000 of which Higher Education received \$198,111,000 which is 98 percent of the total. They also provided \$50,685,400 of state-wide Capital Improvement funding and authorized several of USHE's non-state funded projects. These project approvals are broken down into the following categories:

1. General Fund Appropriations - Three building projects were funded by reallocating funds previously set aside for road construction as follows: DSC Holland Centennial Commons Building - \$35 million; UVU Science & Health Science Building Addition - \$45 million; and SLCC Instructional & Administrative Complex - \$29 million. These were the top three priorities of the Regents' capital facilities request. The relevant amounts of O&M funding were also authorized for these projects to be transferred when the buildings are completed.
2. General Obligation Bond Funding - There were three projects approved for general obligation bonding as follows: USU Agricultural Science Classroom Building - \$43.1 million, with the relevant O&M funding authorized when the project is completed; USU USTAR Bio Innovations Research Institute - \$18.4 million; and UU USTAR Neuroscience and Biomedical Technology Building - \$27.6 million.
3. Capital Improvement Funding – There was an on-going reduction of \$4,977,100 from FY 2010 funding, leaving a total FY 2011 appropriation of \$50,685,400. This represents 0.61 % of the replacement cost of state buildings and continues to be below the statutory minimum requirement of 0.9%. The Legislature accommodated this departure from state statute by amending the statute for the third consecutive year. The USHE portion of these funds will be determined by the State Building Board in their meeting on April 7, 2010, but the tentative amount is \$26.9 million which is about 58% of the amount allocated statewide. An approximate amount of \$3.75 million will be held in contingency by DFCM to deal with emergency needs during the year.

4. Non-State Funded Projects – There were several non-state funded projects approved that are summarized in the table that follows. The authorizations provided include approval to build, plan, and bond as noted in the table.

| Institution | Project                             | Amount         | Building Authority | Bonding Authority | O&M      |
|-------------|-------------------------------------|----------------|--------------------|-------------------|----------|
| UU          | Eyring Building Addition            | \$ 17,878,000  | Yes                | NA                | 344,915* |
| UU          | Guest House Expansion               | \$ 10,000,000  | Yes                | Yes               | NA       |
| UU          | Ambulatory Care Complex             | \$ 119,541,000 | No                 | Yes               | NA       |
| UU          | Dentistry Building                  | \$ 37,000,000  | Planning           | No                |          |
| UU          | Ambassador Building Purchase        | \$ 12,000,000  | NA                 | Yes               | NA       |
| UU          | Orthopaedic Center Purchase         | \$ 25,000,000  | NA                 | Yes               | NA       |
| USU         | Botanical Center Classroom Building | \$ 3,000,000   | Yes                | NA                | 58,302*  |
| WSU         | Student Housing - Phase I           | \$ 15,000,000  | Yes                | Yes               | NA       |
| SUU         | Southern Utah Museum of Arts        | \$ 10,000,000  | Yes                | Yes               | 238,000* |

\* These annual amounts were forfeited by the institutions in order to get approval.

Several of these projects did not qualify for state funded O&M funding and none was requested by the Regents. Several did qualify under long-standing criteria used by the Regents, DFCM, and the Legislature. In a departure from this long standing practice, however, and primarily because of the lack of funding available, state funding for O&M was not provided for any non-state funded projects. This was further exacerbated by the requirement imposed by the Capital Facilities and Governmental Operations Joint Appropriations Subcommittee that institutions desiring to proceed with construction of those projects that heretofore would have qualified for state funded O&M commit to do so without authorization to request this funding in the future. As a result, some institutions elected to withdraw projects approved by the Regents from consideration in this Legislative session. Three projects were deemed to be so important at this time that the applicable institutions accepted the condition. These projects and the annual amounts of O&M funding forfeited are as follows:

- UU Eyring Building Addition \$344,915
- USU Botanical Center Classroom Bldg. 58,302
- SUU Museum of Arts 238,000

This action by the Legislature further exacerbates the fact that in the 2009 Legislative session, several non-state funded projects were authorized for which state funded O&M was statutorily permitted but not funded due to the lack of funding available. Those projects and applicable O&M amounts are summarized in the following table:

| Institution | Project                              | Unfunded<br>O&M |
|-------------|--------------------------------------|-----------------|
| UU          | Sutton Geology Building              | \$ 480,600      |
| UU          | Lassonde Entrepreneurial Center      | 58,600          |
| UU          | Red Butte Arboretum Visitor's Center | 6,800           |
| UU          | Moran Eye Center Phase I             | 235,000         |
| UU          | Meldrum Building                     | 76,400          |
| USU         | Agriculture Equine Education Center  | 389,400         |
| USU         | Tooele Regional Campus               | 137,900         |
| USU         | Bingham Entrepreneurship & ERC       | 541,400         |
| USU         | Early Childhood Development Bldg.    | 487,600         |
| WSU         | Hurst Lifelong Learning Center       | 210,500         |
| DSC         | Training Facility                    | 40,600          |
| UVU         | Murdock Property                     | 129,200         |
| UVU         | Noorda Children's Theater Addition   | 56,200          |
| UVU         | Economic Development Building        | 67,400          |
| UVU         | Athletic Track                       | 50,000          |
| UVU         | Intramural Fields                    | 51,900          |
| TOTAL       |                                      | \$ 3,019,500    |

When these facilities come on-line, it will result in further budget cuts since these are real costs and funds will have to be reallocated in order to operate these much needed buildings. And the ability to attract non-state funds to meet future capital facilities needs will be seriously compromised.

5. UU School of Dentistry Building – This project was approved by the Regents for submission to the Legislature for bonding and construction authorization. The Legislature authorized preparation of “preliminary plans” with the stipulation that the University of Utah may not design or construct the building “unless and until the Legislature authorizes:”
  - the design and construction of a dental school building; and
  - the University to pursue the establishment of a dental school program; and
  - the appropriation of funds at a level sufficient to fund a dental school program at the University of Utah.

This action enables the University to move forward in seeking pledges for donated funds for this building, but otherwise puts the project on hold until the Regents address these issues and make a formal recommendation to the Legislature regarding this program.

6. The Legislature also amended three other statutes that will have some benefit for USHE:
  - House Bill 370, Capital Project Amendments – Heretofore the dollar limit for delegation of project supervision to USHE institutions other than UU and USU has been \$100,000. The statute was amended to enable the Director of DFCM to delegate projects up to \$250,000 with a “memorandum of understanding” on a project-by-project basis. This is a positive step that has been sought by USHE for some time.
  - Senate Bill 189, Capital Facilities Amendments – Up until now, state statute has required that bid savings and project residual funds from “Capital Improvement” projects, together

with like funds from "Capital Development" projects be deposited in the general Project Reserve account for subsequent reallocation by the Legislature. This statute was amended to have the savings from "Capital Improvement" projects deposited in a separate reserve account for reallocation by the State Building Board to other capital improvement projects. This will streamline the process and will likely result in project savings being reallocated to other projects on the campuses of the institutions where the savings occurred.

- House Bill 3, Appropriations Adjustments - The Legislature authorized the State Building Board to reallocate \$3,550,000 of prior year capital improvement funds previously authorized for the University of Utah and combine them with capital improvement funds allocated to the University of Utah for FY 2011 for the purpose of upgrades and replacements in the High Temperature Water distribution system. This will assist the University in dealing with their aging infrastructure needs.

A spreadsheet detailing all projects approved statewide and the relevant amounts of funding provided or authorized is also attached for your information.

Commissioner's Recommendation

This is an information item.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

April 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2009

Issue

State law (Utah Codes 51-7-13(3)(c) & 51-8-303(6)) and associated Board of Regent policy (R541) require that the Board of Regents submit an annual report to the Governor and the Legislature summarizing investments made by USHE. This analysis is compiled from investment reports submitted by the institutions. On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act), and the State Money Management Act and submitted for approval to each of the institutions' Board of Trustees, (Responsibility for approving these reports was delegated by the Board of Regents.).

The annual report is also audited by the internal auditor(s) of each institution to verify compliance. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The following graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented for Board of Regents' information prior to being submitted to the Governor and Legislature.

In order to provide the required audited numbers to the Governor and the Legislature, this report cannot be prepared prior to the State Auditors completing their audit schedules with the institutions. (The investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution.) While that impacts the timeliness of this annual report, please be aware that the Trustees and the Office of the Commissioner do receive monthly updates on the investments made by the institutions.

Note the report divides the total USHE investments into classes of regulation: Graphs 1 & 2 depict invested endowment funds that are regulated by UPMIFA, Graphs 3 & 4 illustrate invested foundation funds that are federally regulated, and Graphs 5 & 6 show investments of all other funds which are regulated by the State Money Management Act.

Commissioner's Recommendation

This is an information item.

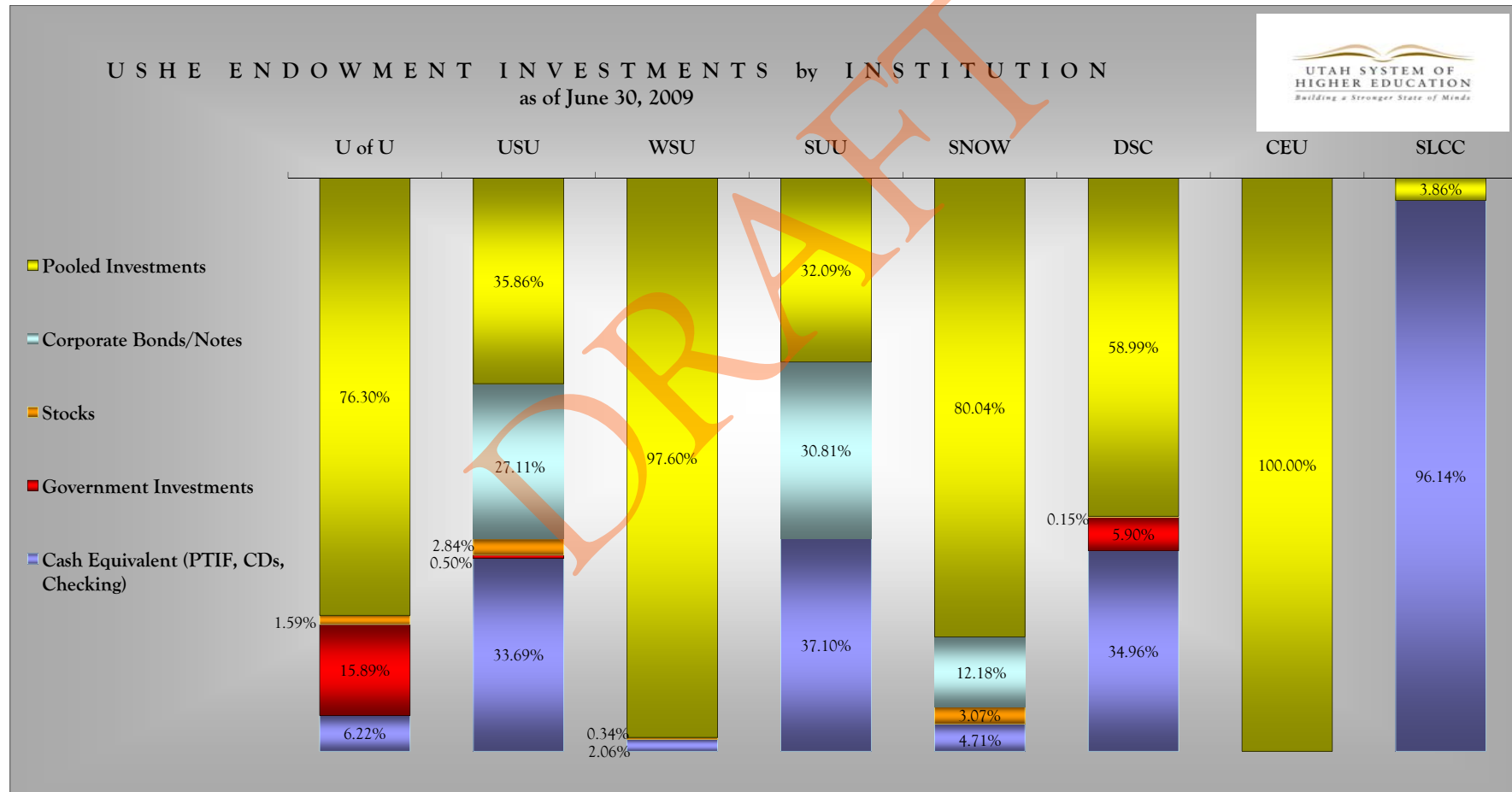
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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/TC  
Attachments

GRAPH 1: This graph indicates the June 30, 2009 investment allocation of endowment funds for each USHE institution.

| E N D O W M E N T I N V E S T M E N T S |        |        |        |        |        |        |         |        |
|-----------------------------------------|--------|--------|--------|--------|--------|--------|---------|--------|
| CATEGORY OF INVESTMENT                  | U of U | USU    | WSU    | SUU    | SNOW   | DSC    | CEU     | SLCC   |
| Pooled Investments                      | 76.30% | 35.86% | 97.60% | 32.09% | 80.04% | 58.99% | 100.00% | 3.86%  |
| Corporate Bonds/Notes                   | 0.00%  | 27.11% | 0.00%  | 30.81% | 12.18% | 0.00%  | 0.00%   | 0.00%  |
| Stocks                                  | 1.59%  | 2.84%  | 0.34%  | 0.00%  | 3.07%  | 0.15%  | 0.00%   | 0.00%  |
| Government Investments                  | 15.89% | 0.50%  | 0.00%  | 0.00%  | 0.00%  | 5.90%  | 0.00%   | 0.00%  |
| Cash Equivalent (PTIF, CDs, Checking)   | 6.22%  | 33.69% | 2.06%  | 37.10% | 4.71%  | 34.96% | 0.00%   | 96.14% |

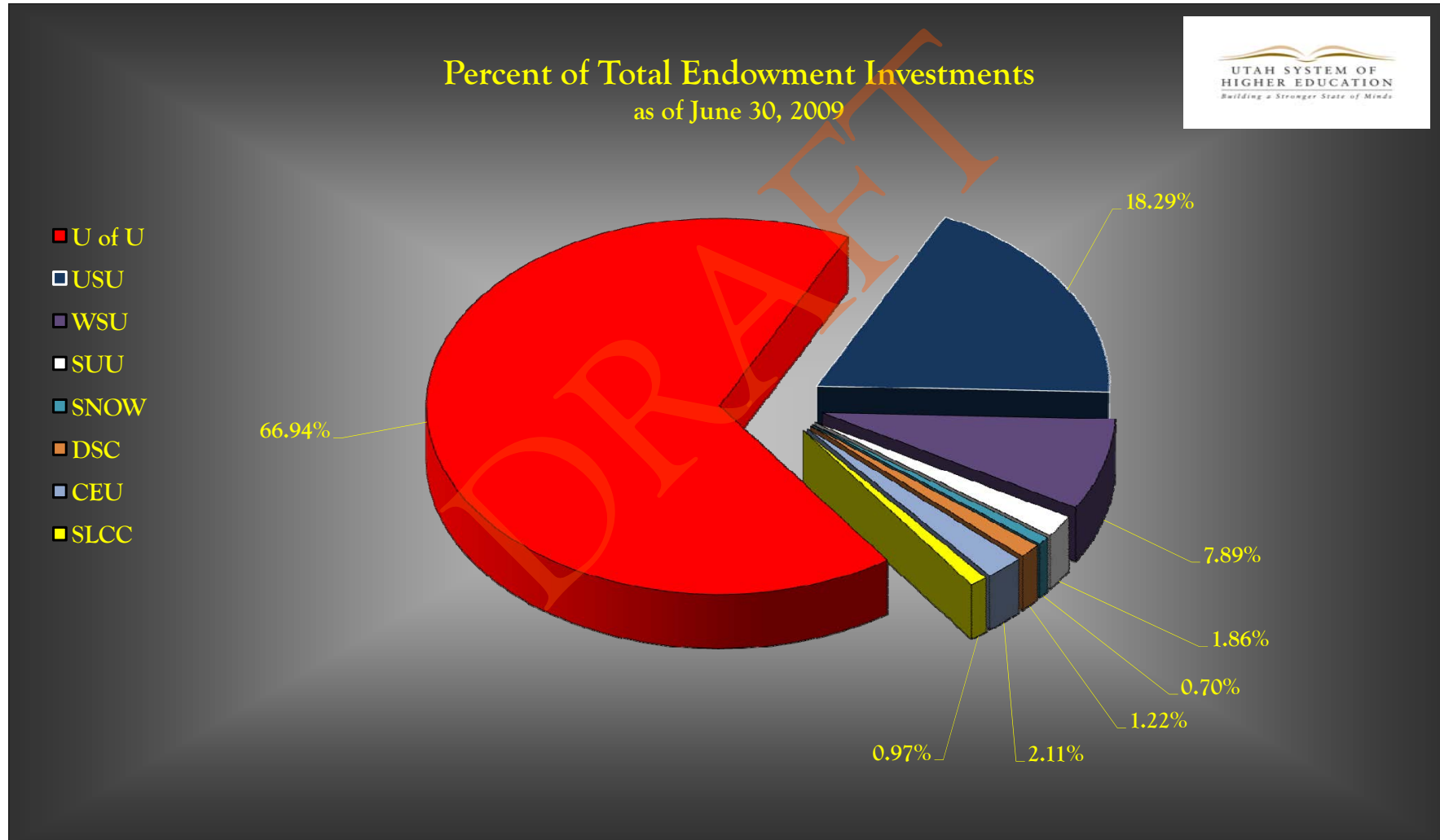


\* Note: UVU and UHEAA either do not have endowments, or they manage endowments within the foundation



GRAPH 2: This graph indicates the June 30, 2009 total endowment funds invested for each USHE institution.

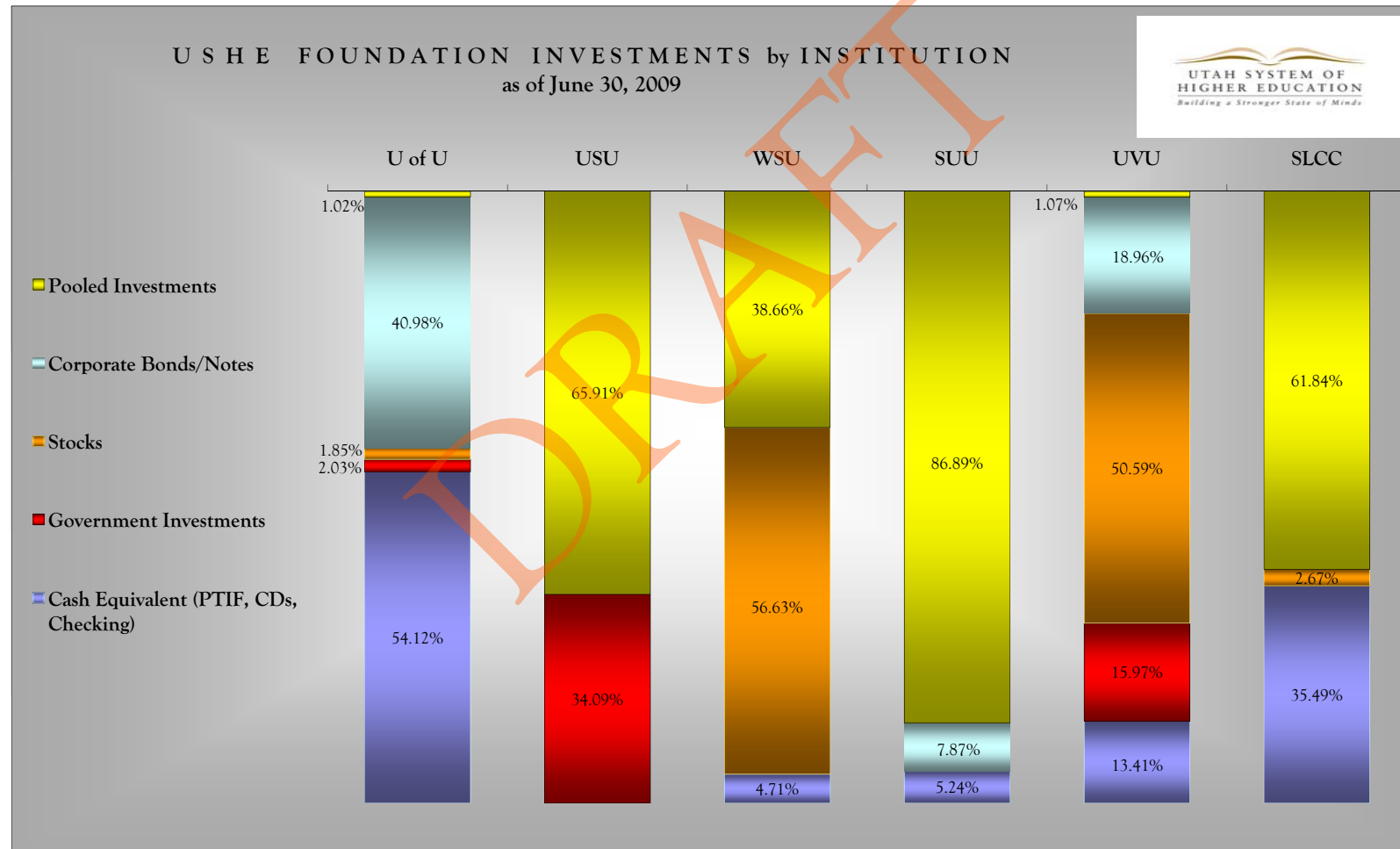
| E N D O W M E N T I N V E S T M E N T S |                |                |               |               |              |              |               |              |
|-----------------------------------------|----------------|----------------|---------------|---------------|--------------|--------------|---------------|--------------|
| TOTAL \$ INVESTED                       | U of U         | USU            | WSU           | SUU           | SNOW         | DSC          | CEU           | SLCC         |
| \$ 662,450,690                          | \$ 443,456,871 | \$ 121,188,059 | \$ 52,280,343 | \$ 12,329,158 | \$ 4,663,961 | \$ 8,110,595 | \$ 14,006,834 | \$ 6,414,869 |
|                                         | 66.94%         | 18.29%         | 7.89%         | 1.86%         | 0.70%        | 1.22%        | 2.11%         | 0.97%        |



\* Note: UVU and UHEAA either do not have endowments, or they manage endowments within the foundation

GRAPH 3: This graph indicates the June 30, 2009 investment allocation of foundation funds for each USHE institution.

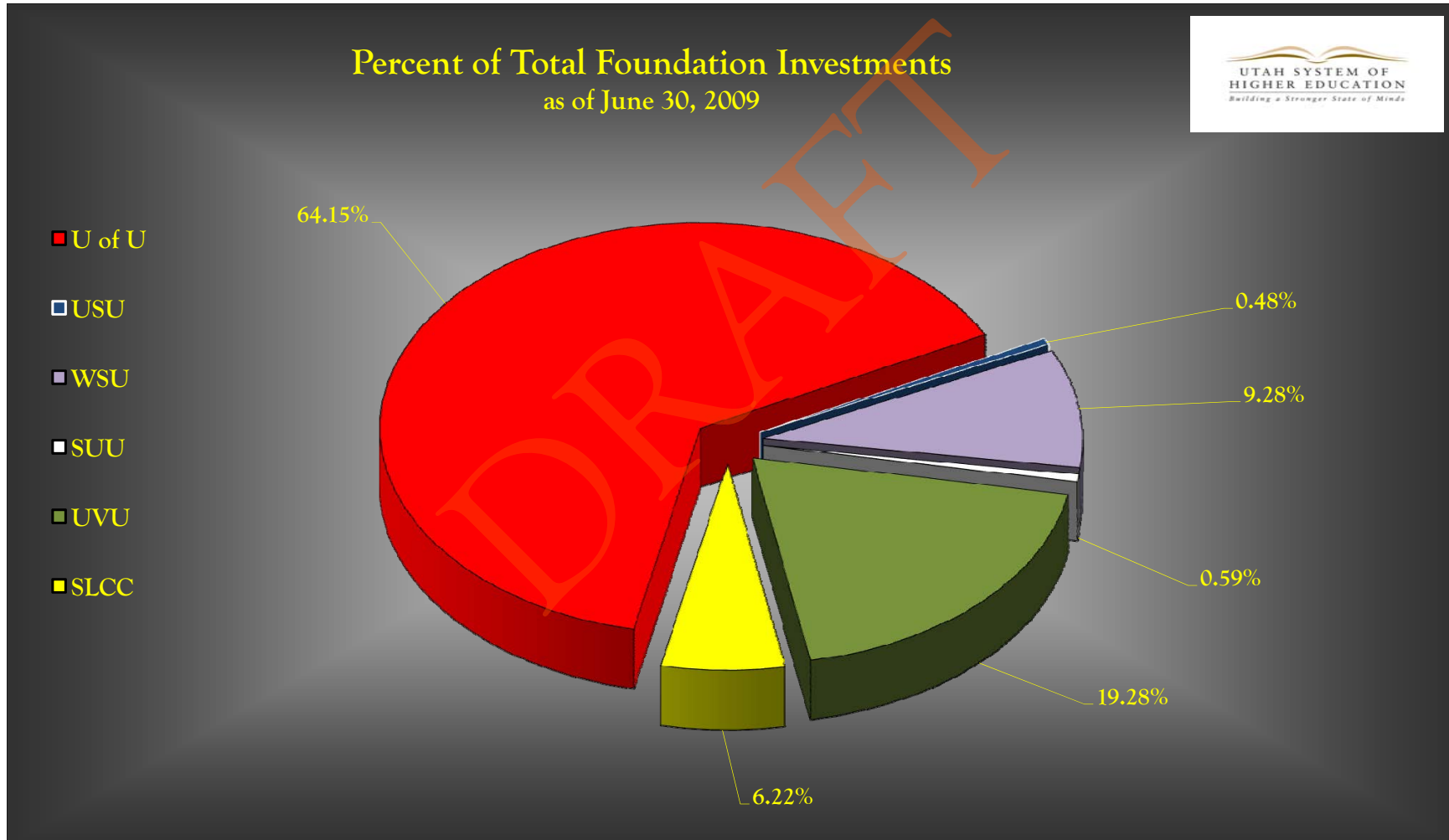
| F O U N D A T I O N I N V E S T M E N T S |        |        |        |        |        |        |
|-------------------------------------------|--------|--------|--------|--------|--------|--------|
| CATEGORY OF INVESTMENT                    | U of U | USU    | WSU    | SUU    | UVU    | SLCC   |
| Pooled Investments                        | 1.02%  | 65.91% | 38.66% | 86.89% | 1.07%  | 61.84% |
| Corporate Bonds/Notes                     | 40.98% | 0.00%  | 0.00%  | 7.87%  | 18.96% | 0.00%  |
| Stocks                                    | 1.85%  | 0.00%  | 56.63% | 0.00%  | 50.59% | 2.67%  |
| Government Investments                    | 2.03%  | 34.09% | 0.00%  | 0.00%  | 15.97% | 0.00%  |
| Cash Equivalent (PTIF, CDs, Checking)     | 54.12% | 0.00%  | 4.71%  | 5.24%  | 13.41% | 35.49% |



\*Note: SNOW, CEU, UESP & UHEAA either do not have investments within their foundations, or they do not have foundations; DSC's foundation reports separately

GRAPH 4: This graph indicates the June 30, 2009 total foundation funds invested for each USHE institution.

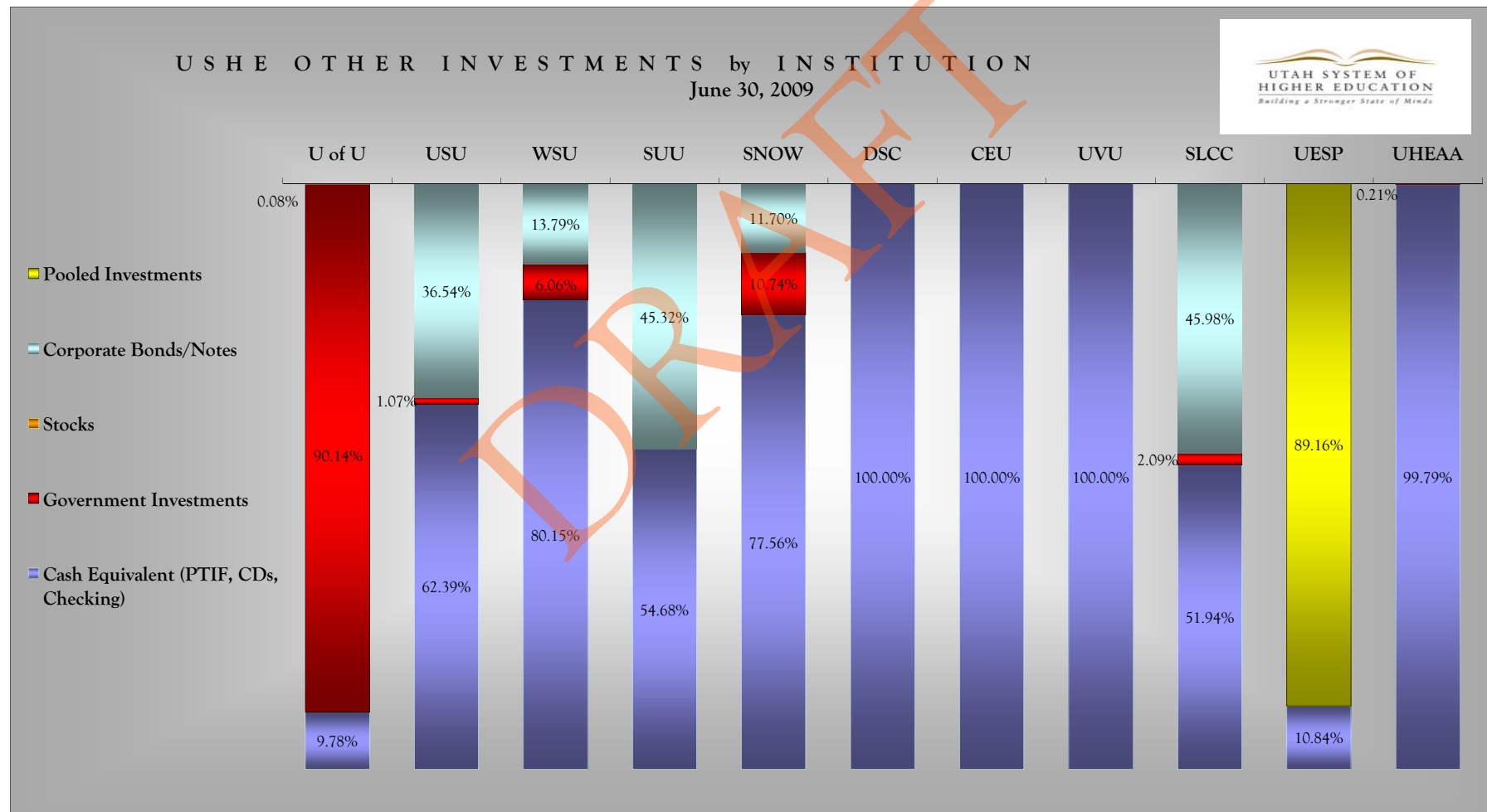
| F O U N D A T I O N I N V E S T M E N T S |               |            |              |            |               |              |
|-------------------------------------------|---------------|------------|--------------|------------|---------------|--------------|
| TOTAL \$ INVESTED                         | U of U        | USU        | WSU          | SUU        | UVU           | SLCC         |
| \$ 83,953,588                             | \$ 53,860,499 | \$ 404,699 | \$ 7,789,020 | \$ 492,408 | \$ 16,188,776 | \$ 5,218,186 |
|                                           | 64.16%        | 0.48%      | 9.28%        | 0.59%      | 19.28%        | 6.22%        |



\*Note: SNOW, CEU, UESP & UHEAA either do not have investments within their foundations, or they do not have foundations; DSC's foundation reports separately

GRAPH 5: This graph indicates the June 30, 2009 investment allocation of other funds (not endowment or foundation) for each USHE institution.

| O T H E R I N V E S T M E N T S       |        |        |        |        |        |         |         |         |        |        |        |
|---------------------------------------|--------|--------|--------|--------|--------|---------|---------|---------|--------|--------|--------|
| CATEGORY OF INVESTMENT                | U of U | USU    | WSU    | SUU    | SNOW   | DSC     | CEU     | UVU     | SLCC   | UESP   | UHEAA  |
| Pooled Investments                    | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%   | 0.00%  | 89.16% | 0.00%  |
| Corporate Bonds/Notes                 | 0.00%  | 36.54% | 13.79% | 45.32% | 11.70% | 0.00%   | 0.00%   | 0.00%   | 45.98% | 0.00%  | 0.00%  |
| Stocks                                | 0.08%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%   | 0.00%  | 0.00%  | 0.00%  |
| Government Investments                | 90.14% | 1.07%  | 6.06%  | 0.00%  | 10.74% | 0.00%   | 0.00%   | 0.00%   | 2.09%  | 0.00%  | 0.21%  |
| Cash Equivalent (PTIF, CDs, Checking) | 9.78%  | 62.39% | 80.15% | 54.68% | 77.56% | 100.00% | 100.00% | 100.00% | 51.94% | 10.84% | 99.79% |



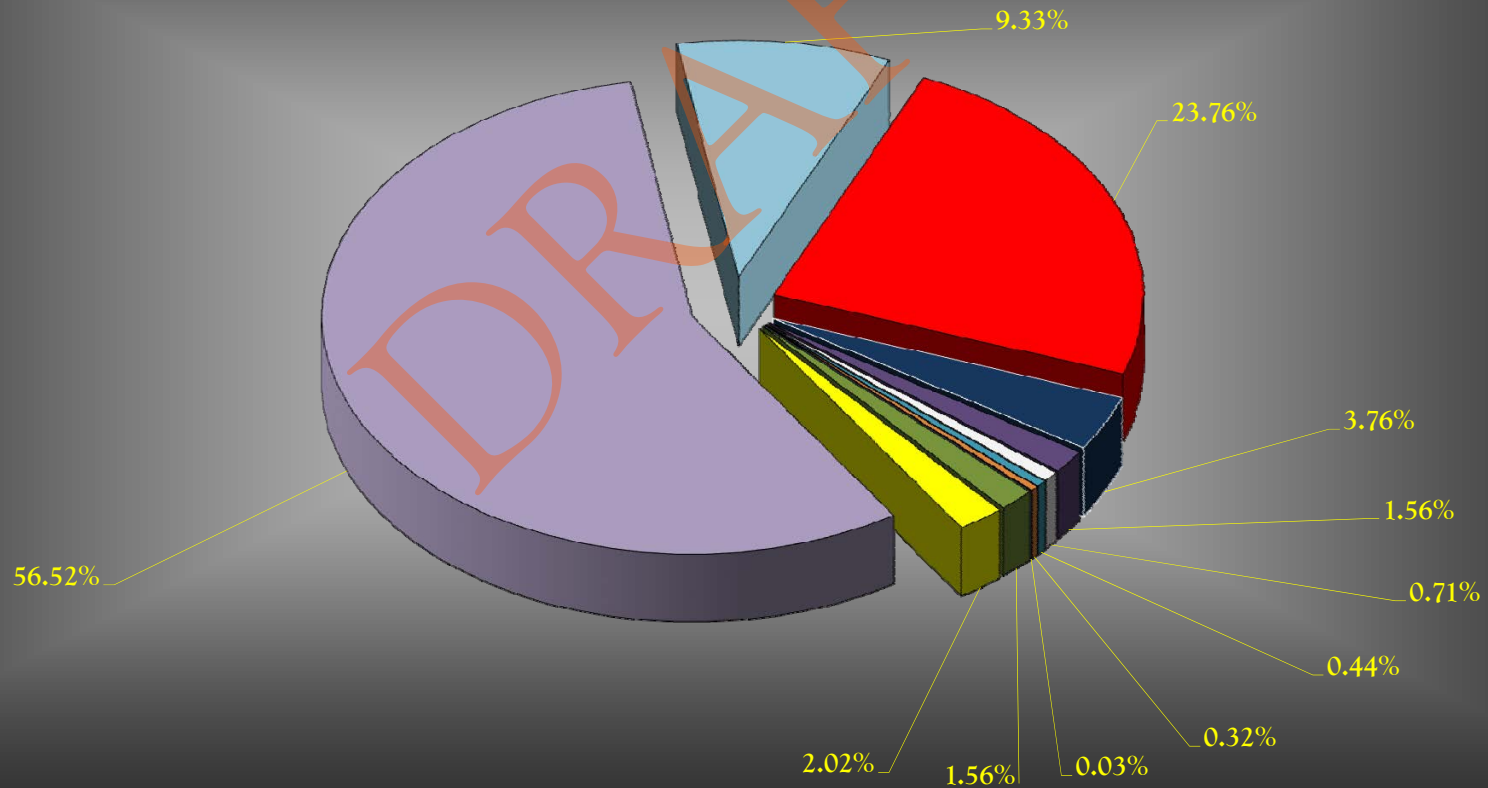
GRAPH 6: This graph indicates the June 30, 2009 total other funds (not endowment or foundation) invested for each USHE institution.

| O T H E R   I N V E S T M E N T S |                  |                |               |                  |                |               |
|-----------------------------------|------------------|----------------|---------------|------------------|----------------|---------------|
| TOTAL \$ INVESTED                 | U of U           | USU            | WSU           | SUU              | SNOW           | DSC           |
| \$ 4,295,092,170                  | \$ 1,020,384,749 | \$ 161,359,520 | \$ 67,065,625 | \$ 30,409,172    | \$ 18,870,803  | \$ 13,908,607 |
|                                   | 23.76%           | 3.76%          | 1.56%         | 0.71%            | 0.44%          | 0.32%         |
|                                   | CEU              | UVU            | SLCC          | UESP             | UHEAA          |               |
|                                   | \$ 1,411,939     | \$ 66,850,110  | \$ 86,587,323 | \$ 2,427,351,392 | \$ 400,892,930 |               |
|                                   | 0.03%            | 1.56%          | 2.02%         | 56.52%           | 9.33%          |               |

Percent of Total Other Investments  
as of June 30, 2009



- U of U
- USU
- WSU
- SUU
- SNOW
- DSC
- CEU
- UVU
- SLCC
- UESP
- UHEAA



March 24, 2010

**MEMORANDUM**

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Spring 2010 Enrollment Report

The spring 2010 third-week budget-related headcount is 137,986, an increase of 12,212 students (9.71%) when compared spring semester 2009. The budget-related FTE third-week count for spring 2010 is 99,922. When compared to spring 2009 (89,931 budget-related FTE), there is a total increase of 9,991 (11.11%) FTE students enrolled at the nine USHE institutions.

The attached tables summarize the spring 2010 third-week enrollment figures for the nine USHE institutions. The tables provide information regarding student headcount and FTE data for both budget-related and self-support students as well as headcount enrollments by gender and ethnicity.

**Utah System of Higher Education**

*Spring 2010 Third-Week Budget-Related Enrollment Numbers*

| USHE Institution            | Headcount | Change<br>over 2009 | FTE    | Change<br>over 2009 |
|-----------------------------|-----------|---------------------|--------|---------------------|
| University of Utah          | 28,112    | 4.06%               | 23,413 | 4.86%               |
| Utah State University       | 20,934    | 6.10%               | 15,553 | 6.44%               |
| Weber State University      | 17,951    | 8.30%               | 12,265 | 10.35%              |
| Southern Utah University    | 6,606     | 4.24%               | 5,802  | 6.93%               |
| Snow College                | 3,686     | 11.70%              | 2,819  | 23.59%              |
| Dixie State College         | 7,062     | 24.46%              | 5,261  | 26.93%              |
| College of Eastern Utah     | 2,079     | 18.73%              | 1,488  | 21.67%              |
| Utah Valley University      | 24,305    | 13.75%              | 17,278 | 15.43%              |
| Salt Lake Community College | 27,251    | 13.44%              | 16,043 | 15.98%              |
| USHE Total                  | 137,986   | 9.71%               | 99,922 | 11.11%              |

**Recommendation**

This item is for information only.

William A. Sederburg, Commissioner

WAS/CKM /JAC  
Attachments

### Utah System of Higher Education

#### *Spring 2010 Third-Week Budget-Related Enrollment Numbers*

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|-----------------------------|-----------|---------------------|--------|---------------------|
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| College of Eastern Utah     | 2,079     | 18.73%              | 1,488  | 21.67%              |
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| Salt Lake Community College | 27,251    | 13.44%              | 16,043 | 15.98%              |
| USHE Total                  | 137,986   | 9.71%               | 99,922 | 11.11%              |

### Utah System of Higher Education

#### *Spring 2010 Third-Week Headcount (Budget & Self-support) Enrollment Report*

| TOTAL<br>HEADCOUNT | PRIOR*  | CURRENT* | CHANGE # | CHANGE<br>% |
|--------------------|---------|----------|----------|-------------|
| UU                 | 29,251  | 30,429   | 1,178    | 4.03%       |
| USU                | 21,866  | 23,229   | 1,363    | 6.23%       |
| WSU                | 19,347  | 20,953   | 1,606    | 8.30%       |
| SUU                | 7,395   | 7,448    | 53       | 0.72%       |
| SNOW               | 3,541   | 3,851    | 310      | 8.75%       |
| DSC                | 6,052   | 7,693    | 1,641    | 27.12%      |
| CEU                | 1,790   | 2,135    | 345      | 19.27%      |
| UVU                | 23,214  | 26,322   | 3,108    | 13.39%      |
| SLCC               | 25,832  | 29,332   | 3,500    | 13.55%      |
| USHE               | 138,288 | 151,392  | 13,104   | 9.48%       |

### Utah System of Higher Education

#### *Spring 2010 Third-Week FTE (Budget & Self-support) Enrollment Report*

| TOTAL FTE<br>(Budget-Related<br>& Self-Support) | PRIOR  | CURRENT | CHANGE # | CHANGE % |
|-------------------------------------------------|--------|---------|----------|----------|
| UU                                              | 22,546 | 23,665  | 1,119    | 4.96%    |
| USU                                             | 15,969 | 16,502  | 532      | 3.33%    |
| USU                                             | 12,327 | 13,524  | 1,196    | 9.71%    |
| SUU                                             | 5,839  | 6,099   | 260      | 4.45%    |
| SNOW                                            | 2,377  | 2,876   | 499      | 21.02%   |
| DSC                                             | 4,207  | 5,352   | 1,145    | 27.23%   |
| CEU                                             | 1,249  | 1,516   | 266      | 21.33%   |
| UVU                                             | 16,221 | 18,634  | 2,413    | 14.88%   |
| SLCC                                            | 14,401 | 16,843  | 2,443    | 16.96%   |
| USHE                                            | 95,135 | 105,010 | 9,875    | 10.38%   |

### Utah System of Higher Education

#### *Spring 2010 Third-Week USHE Total Unduplicated\* Headcount by Gender*

| GENDER  | PRIOR   | CURRENT | CHANGE # | CHANGE % |
|---------|---------|---------|----------|----------|
| Female  | 66,649  | 73,081  | 6,432    | 9.65%    |
| Male    | 70,340  | 77,329  | 6,989    | 9.94%    |
| Unknown | 73      | 277     | 204      | 279.45%  |
| Total   | 137,062 | 150,687 | 13,625   | 9.94%    |

*\*Unduplicated count is based on the set of unique ID, gender, & ethnic code combinations within the USHE system*



## Utah System of Higher Education

*Spring 2010 Third-Week USHE Unduplicated\* Headcount by Ethnicity*

| Ethnicity                           | PRIOR   | CURRENT | CHANGE # | CHANGE % |
|-------------------------------------|---------|---------|----------|----------|
| American Indian Alaskan             | 1,558   | 1,738   | 180      | 11.55%   |
| Asian                               | 3,198   | 3,613   | 415      | 12.98%   |
| Black or African American           | 1,506   | 1,817   | 311      | 20.65%   |
| Hispanic or Latino                  | 6,840   | 8,276   | 1,436    | 20.99%   |
| Native Hawaiian or Pacific Islander | 1,167   | 1,337   | 170      | 14.57%   |
| Non Resident Alien                  | 4,500   | 4,267   | (233)    | -5.18%   |
| Unspecified                         | 12,351  | 15,100  | 2,749    | 22.26%   |
| White                               | 105,942 | 114,306 | 8,364    | 7.89%    |
| Multiple Categories                 | na      | 233     | 233      |          |
| Total                               | 137,062 | 150,687 | 13,625   | 9.94%    |

*\*Unduplicated count is based on the set of unique ID, gender, & ethnic code combinations within the USHE system*

April 1 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – Summary of Series 1998 and Series 2001 Auxiliary System and Student Fee Revenue Refunding Bonds

Background

Attached is a Financing Summary of the results of the recent bond sale by Salt Lake Community College to refinance its Series 1998 and Series 2001 Auxiliary System and Student Fee Revenue bonds. The bond sale was authorized by the Board on December 11, 2009. The sale date was January 13, 2010, with closing on January 27, 2010. The winning bid produced [Net Present Value] savings of 5.495%; substantially exceeding the 3% threshold.

The attached Financing Summary provides the Regents with the relevant information, with the final results updated in red. It is noteworthy that all of the details of the bond sale fall well within the parameters approved by the Board.

Commissioner's Recommendation

This is an information item. No action is required.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachments

**Salt Lake Community College**  
**Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010**  
**Final Summary Sheet**

Issue: Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010

Total Final Issue Size: \$7,925,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 1998 and Series 2001 Auxiliary System and Student Fee Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2009 Bonds (final figures in parenthesis):

Principal Amount: Not to exceed \$9,000,000  
*(\$7,925,000)*

Interest Rate: Not to exceed 5.0% *(High coupon rate of 2.5%)*

Maturity Date: Not to exceed 7 years *(6.344 years)*

Aggregate Discount: Not to exceed 2% *(premium of 1.504%)*

Underwriter's Discount: Not to exceed 2% *(0.256%)*

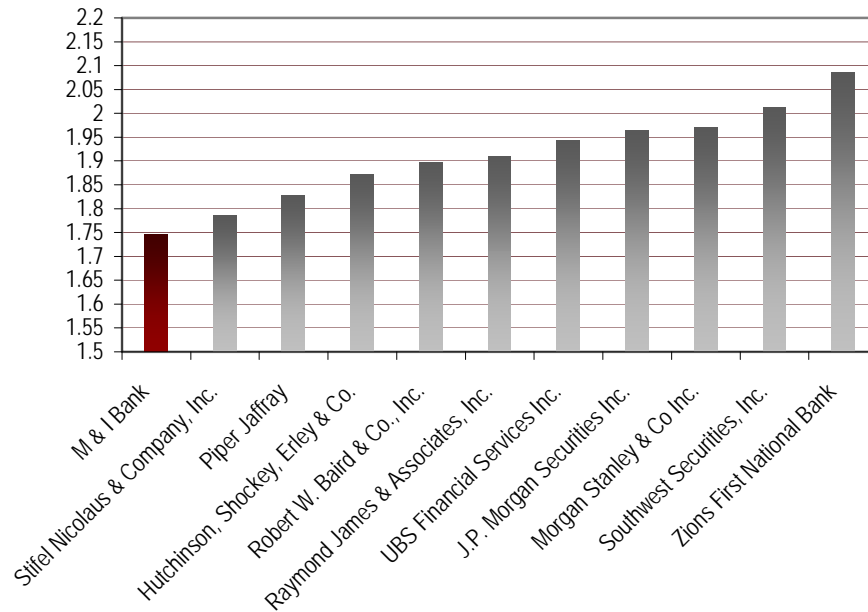
Bond Rating: AAA (insured)

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Auxiliary System and Student Fee Revenues

Results of Bond Sale: *The College sold the Series 2010 Bonds via competitive sale on Wednesday, January 13. Eleven bids were received and the winning bid came at a True Interest Cost of 1.7405%, which generated Net Present Value savings to the College of \$453,606 or 5.495% compared to the Series 1998 and Series 2001 Bonds that were refunded. The average annual cash flow savings is approximately \$90,000.*

# State Board of Regents, Salt Lake Community College Series 2010 Auxiliary System & Student Fee Revenue Refunding Bonds Summary of Bid Results



## Bid Comparison

|                        |            |                      |             |
|------------------------|------------|----------------------|-------------|
| Winning Bidder:        | M & I Bank | Final Par Amount:    | \$7,925,000 |
| Winning TIC Bid:       | 1.746128%  | Total Bids Received: | 11          |
| Final NPV Savings (\$) | \$453,606  | Final NPV Savings %: | 5.495%      |

| Underwriters                     | TIC Bid | Difference from Winning Bid | NPV Savings | Difference from Winning Bid |
|----------------------------------|---------|-----------------------------|-------------|-----------------------------|
|                                  |         |                             |             | Bid                         |
| M & I Bank                       | 1.7405% | --                          | \$453,606   |                             |
| Stifel Nicolaus & Company, Inc.  | 1.7860% | 0.0455%                     | \$442,666   | \$10,940                    |
| Piper Jaffray                    | 1.8287% | 0.0882%                     | \$430,405   | \$23,201                    |
| Hutchinson, Shockey, Erley & Co  | 1.8716% | 0.1311%                     | \$417,629   | \$35,977                    |
| Robert W. Baird & Co., Inc.      | 1.8982% | 0.1577%                     | \$409,864   | \$43,742                    |
| Raymond James & Associates, Inc. | 1.9101% | 0.1696%                     | \$406,196   | \$47,410                    |
| UBS Financial Services Inc.      | 1.9443% | 0.2038%                     | \$395,817   | \$57,789                    |
| J.P. Morgan Securities Inc.      | 1.9637% | 0.2232%                     | \$389,743   | \$63,863                    |
| Morgan Stanley & Co Inc.         | 1.9697% | 0.2292%                     | \$387,531   | \$66,075                    |
| Southwest Securities, Inc.       | 2.0120% | 0.2715%                     | \$375,157   | \$78,449                    |
| Zions First National Bank        | 2.0856% | 0.3451%                     | \$353,519   | \$100,087                   |

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R208, *Resource and Review Teams*  
And Policy R209, *Evaluation of Presidents*

Issue

A lack of clarity regarding the expectations, purpose, and process of Regents' Policy R208, *Resource and Review Teams*.

Background

In the January 5, 2010 Council of Presidents meeting, the presidents requested clarity regarding the expectation, purpose, and process of the Resource and Review Teams as then outlined in R208. Specifically, the presidents requested that (1) the fall and spring Resource and Review Team visits have a more specific focus, and (2) if there is a written report pertaining to a visit that the president be given the opportunity to review and respond to the written report.

Policy Changes

Substantive changes to R208 include:

- *Fall and spring meetings.* The Resource and Review Team will meet with the president at least twice a year—once in the fall and once in the spring. The fall meeting is to be informal and the agenda is set by the president. The spring meeting is to be a more formal review with the agenda set by the Chair of the Resource and Review Team (following the guidelines laid out in the policy) and in consultation with the president.
- *Presidential Response.* The president is given the opportunity to respond to the written report of the Resource and Review Team. The president's written response is to be included in the final report to the Board of Regents.
- *Liaisons.* The Resource and Review Team is charged with being liaisons between the president and the Boards of Regents and Trustees. They are strongly encouraged to attend campus events, especially commencement.

Policy R209 was altered minimally to (1) compensate for the revisions in R208, (2) edit inaccurate institutional references, and (3) update the evaluation schedule.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed revisions to Policy R208 and R209, raise issues, and, if satisfied, approve policy R208, "Resource and Review Teams" and policy R209, "Evaluation of Presidents".

WAS/CKM /JA  
Attachments

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William A. Sederburg, Commissioner



## R208, Resource and Review Teams<sup>1</sup>

**R208-1. Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

### **R208-2. References**

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Utah Code §53B-2-103, Board of Trustees – Powers and Duties
- 2.3. Utah Code §63G-2-20, Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code §63G-2-302, Private Records
- 2.5. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures R209, Evaluation of Presidents

### **R208-3 Definitions**

- 3.1. Board of Regents: As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. Board of Trustees: As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3 Commissioner: As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. Confidential: As used in this policy, “confidential” means the document is a “private record” under Utah Code §63G-2-302. As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).
- 3.4. Institution: As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code §53B-2-101.
- 3.5. President: As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code §53B-2-102.
- 3.6. Resource and Review Team: As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair of the institution’s Board of Trustees. This three-person team acts as the

<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009.

Resource and Review Team for its respective institution. This team is created pursuant to section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

### **R208-3. Policy**

**3.1 Fall Confab:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

**3.1.1. Objectives:** The objective of the fall confab is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

**3.1.2. Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

**3.1.3. Report:** There shall be no written or formal report of the fall confab.

**3.2 Spring Inventory:** Each spring (during the months of March through May) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

**3.2.1. Objectives:** In addition to the objectives of 3.1.1., the objective of the spring inventory is to provide limited performance review of the president's performance.

**3.2.2. Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts 4.2 and 4.3 of this policy.

**3.2.3. Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part 4.4 of this policy.

**3.2.4. Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

**3.2.4.1 Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

**3.2.4.1 Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.



**3.2.5. Performance-related Incentives:** Spring inventory reports may be used as a basis for adjusting the president's compensation.

**3.3. Liaisons:** The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

**3.4. Integration with R209 Evaluation:** Pursuant to Regents' Policy **R209**, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall not conduct a spring inventory but shall participate in the fall confab. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

#### **R208-4. Procedures**

**4.1. Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair of the institutional Board of Trustees as to his or her responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.

**4.2. Campus Meetings with President:** The fall confab under 208-3.1 and the spring inventory under R208-3.2 should preferably occur on campus.

**4.3. Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring inventory, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.

**4.4. Written Reports:** A written, confidential report of the spring inventory shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.

**4.4.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code **§63G-2-201**.

**4.4.2. Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

**4.4.3 Confidentiality of Spring Inventory Report:** All spring inventory reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code **§63G-2-201, 302**.

4.4.4. Retention of Presidential Records: Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

4.4.5. Regents' Review of Report: The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



## R209, Evaluation of Presidents<sup>1</sup>

**R209-1. Purpose:** The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality ~~and outcomes~~ of the president's administrative performance within the context of the institution's mission, vision, ~~and strategic goals~~, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

### R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

### R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

### R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring inventory under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team is shall not required to meet and conduct a review spring inventory, but shall participate in the fall confab. The Resource and Review Team may meet with the president throughout the year by mutual agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995 and April 22, 2005.

**4.3. Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

**4.3.1. Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

**4.3.2. Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

**4.3.3. Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

**4.3.4. Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

**4.3.5. Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

**4.3.6. Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

**4.3.7. Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

## **R209-5. Procedures**

### **5.1. Evaluation Committee**

**5.1.1. Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

**5.1.2. Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

**5.1.3. Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

## **5.2. Evaluation Planning**

**5.2.1. Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

**5.2.2. Selection of Interviewees:** The president shall submit a list of potential interviewees to the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

**5.2.3. Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

**5.2.4. Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.5 of this policy. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

## **5.3. Evaluation Process**

**5.3.1. Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

**5.3.2. Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, ~~and Board of Trustees, and Board of Regents~~. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

**5.3.3. Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

**5.3.4. Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

**5.4. Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

**5.4.1. Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

**5.4.2. Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

**5.4.3. Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

#### **5.4.4. Decision Making and Problem Solving**

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

#### **5.4.5. External Relations**

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

**5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents**

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

**5.4.7. Student Affairs**

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

**5.5. Evaluation Report**



**5.5.1. Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

**5.5.2. Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

**5.5.3. Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

**5.5.4. Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the eChair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

**5.5.5. Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

**5.5.6. Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

**5.5.7. Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

## **5.6. Application of Evaluation Procedures to Commissioner**

**5.6.1. General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

**5.6.2. Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

### **SCHEDULE FOR EVALUATION OF PRESIDENTS**

| <b>GEO</b>                  | <b>EVALUATION</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>EVALUATION</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>R&amp;R</b> | <b>EVALUATION</b> |
|-----------------------------|-------------------|----------------|----------------|----------------|-------------------|----------------|----------------|----------------|-------------------|
| College of Eastern Utah     | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Dixie State College         | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Salt Lake Community College | 2006-07           | 2007-08        | 2008-09        | 2009-10        | 2010-11           | 2011-12        | 2012-13        | 2013-14        | 2014-15           |
| Snow College                | 2007-08           | 2008-09        | 2009-10        | 2010-11        | 2011-12           | 2012-13        | 2013-14        | 2014-15        | 2015-16           |

|                                                 |                    |                    |                    |                    |                    |                    |                    |                    |                    |
|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Southern Utah University                        | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| University of Utah                              | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |
| Utah College of Applied Technology              | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| Utah State University                           | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> |
| Utah Valley State College <del>University</del> | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |
| Weber State University                          | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> | <del>2014-15</del> | <del>2015-16</del> |
| Commissioner of Higher Education                | <del>2005-06</del> | <del>2006-07</del> | <del>2007-08</del> | <del>2008-09</del> | <del>2009-10</del> | <del>2010-11</del> | <del>2011-12</del> | <del>2012-13</del> | <del>2013-14</del> |

| <u>Institution</u>                      | <u>Year of CEO Appointment</u> | <u>First Evaluation</u> | <u>Second Evaluation</u> | <u>Third Evaluation</u> |
|-----------------------------------------|--------------------------------|-------------------------|--------------------------|-------------------------|
| <u>Dixie State College</u>              | <u>2010</u>                    | <u>2011</u>             | <u>2015</u>              | <u>2019</u>             |
| <u>Salt Lake Community College</u>      | <u>2005</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Snow College</u>                     | <u>2007</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |
| <u>Southern Utah University</u>         | <u>2007</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |
| <u>University of Utah</u>               | <u>2004</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Utah State University</u>            | <u>2005</u>                    | <u>2007</u>             | <u>2011</u>              | <u>2015</u>             |
| <u>Utah Valley University</u>           | <u>2009</u>                    | <u>2010</u>             | <u>2014</u>              | <u>2018</u>             |
| <u>Weber State University</u>           | <u>2002</u>                    | <u>2003</u>             | <u>2007</u>              | <u>2011</u>             |
| <u>Commissioner of Higher Education</u> | <u>2008</u>                    | <u>2009</u>             | <u>2013</u>              | <u>2017</u>             |

The evaluations under this policy shall occur in the spring in lieu of the spring inventory under R208. Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to R604, *New Century Scholarship*

Issue

Senate Bill 132, Higher Education Scholarship Amendments, sponsored by Senator John Valentine, makes several substantive changes to the New Century Scholarship program. These changes are intended to improve the long-term sustainability of the program by increasing eligibility requirements, in particular, for the high school graduating class of 2011 and beyond. These changes include:

Effective Immediately:

- Scholarship recipients must enroll full-time (a minimum of 12 credits) in college no later than the fall term immediately following high school graduation unless they receive an approved deferral.
- Scholarship recipients must register as a full-time student for Fall and Spring semesters or apply for and receive an approved Leave of Absence.
- The Board will establish an application process, deadlines and an appeals process.
- Students can qualify for the New Century or the Regents' Scholarship, but not both.
- The Board shall disclose in all materials "the amount of the scholarship is subject to funding and may be reduced."

In addition, effective for the high school graduating class of 2011:

- To be eligible, students must earn their Associate's Degree by the day their class graduates from high school.
- To be eligible, students must graduate from high school with at least a 3.5 cumulative grade point average. (For students who do not receive a grade point average, this requirement may be met with a composite ACT score of 26.)

These legislative changes have resulted in the need to re-write Policy R604, New Century Scholarship, to conform to statute, as attached.

Commissioner's Recommendation

The Commissioner recommends that the Board consider and, if satisfied, approve the proposed revisions to Policy R604, New Century Scholarship.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB  
Attachment

**R609-1. Purpose:** To encourage all Utah high school students to take a rigorous high school curriculum as outlined by the Utah Scholars Initiative that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to complete meaningful course work through their senior year; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

## R609-2. References

2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program

2.2. Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).

~~2.2.~~2.3. Policy and Procedures R604, New Century Scholarship

## R609-3. Definitions

3.1. **"Base Award"**: a one-time scholarship to be awarded to students who complete the Core Course of Study with a cumulative high school GPA of 3.0 or higher and fulfill all other eligibility requirements of section 4.1 of this policy.

3.2. **"Board"**: the Utah State Board of Regents.

3.3. **"Core Course of Study"**: the 16.5-credit Utah Scholars' curriculum taken during grades 9-12, which includes:

3.3.1. 4.0 credits~~units~~ of English;

3.3.2. 4.0 credits~~units~~ of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a ~~senior-year~~ class beyond Algebra II);

3.3.3. 3.5 credits~~units~~ of social studies;

3.3.4. 3.0 credits~~units~~ of lab-based natural science (one each of Biology, Chemistry, and Physics); and

3.3.5. 2.0 credits~~units~~ of the same foreign language, other than English, taken in a progressive manner.

3.4. **"Exemplary Academic Achievement Award"**: a renewable scholarship to be awarded to students who complete the Core Course of Study with a cumulative high school GPA of 3.5 or higher, submit a verified ACT score of 26 or higher, and fulfill all other eligibility requirements of section 4.2 of this policy.

3.5. "Full-time": A minimum of twelve college credit hours.

<sup>1</sup> Adopted by the Board of Regents May 30, 2008. Amended and approved by the Board of Regents on May 29 and October 16, 2009.

3.6. "High school": A public or private high school within the boundaries of the State of Utah. If a private high school, it must be accredited by a regional accrediting body approved by the board.

3.7. "Home-schooled": refers to a student who has not received a high school grade point average.

3.8. "Recipient": A student who receives an award under the requirements set forth in this policy.

3.9. "Regents' Diploma Endorsement": a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.

3.10. "Reasonable progress": A recipient must complete at least twelve credit hours during Fall and Spring semester or apply for and receive an approved Deferral or Leave of Absence from the Board. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

3.11. "Scholarship Review Committee": the committee ~~appointed by the Commissioner of Higher Education-~~ approved to review Regents' Scholarship applications and make final decisions regarding awards.

3.12. "UESP": the Utah Educational Savings Plan.

3.13. "USHE": the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, ~~College of Eastern Utah~~, Utah Valley University, and Salt Lake Community College.

3.14. "Eligible Institutions": ~~the~~ USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

#### ~~R609-4~~ ~~Conditions~~ 4 Conditions of the Regents' Scholarship Program and Program Terms

##### ~~3.8-4.1~~ 4.1.

~~Ba~~Base Award: To qualify for the Regents' Scholarship Base Award, the applicant must satisfy the following criteria:

4.1.1 Core Course of Study: The applicant must submit an official high school transcript, and college transcript ~~if the student has completed any college courses that are part of the Core Course of Study during grades 9-12, (if applicable) even if the concurrent/college classes is reflected show up on the high school transcript, if applicable, demonstrating in grades 9-12 completion of the Core Course of Study (~~information regarding courses satisfying the core requirements can be found online). ~~If the core course is one full credit students must complete the full unit in order to satisfy the credit requirement in a specific core area.~~

4.1.2 GPA and Weighted Courses: The applicant must demonstrate completion of the Core Course of Study with a cumulative high school GPA of at least 3.0, with no individual core course grade lower than a "C ~~on a transcript.~~" The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or ~~a college course~~ concurrent enrollment shall be weighted ~~(only if college transcript is provided)~~ according to the Scholarship Review Committee's standard procedures.

4.1.3 **College Course Work:** The Regents' Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If a student enrolls in and completes a college course worth ~~3-three~~ or more college credits, this may be counted as ~~1-one~~ full ~~credit unit~~ towards the scholarship requirements, however; the student then is evaluated on the college grade earned. with the weighted added to the college grade.

4.1.4 **ACT Score:** The applicant must submit at least one verified ACT score.

4.1.5 **Utah High School Graduation:** The applicant must have graduated from a Utah high school.

~~3.8.4.1—Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma.~~

~~Home schooled students are not eligible for the scholarship.~~

4.1.6 **Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.1.7 **No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.1.8 **Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved Deferral from the Board under subsection 7.2.

4.1.9 **New Century Scholarship:** A recipient shall not receive a ~~Regents' Scholarship~~ ~~both an Base award~~ and the New Century -Scholarship established in Utah Code §53B-8-108 and administered in R604

~~4.1.9—**No Criminal Record:** The applicant must truthfully attest to the lack of a criminal record with the exception of a misdemeanor traffic citation.~~

~~5~~

~~5.1.9—**Proof of U.S. Citizenship:** The applicant must truthfully attest to being a U.S. citizen or a noncitizen who is eligible to receive federal financial aid.~~

~~6~~

~~6.14.2~~ **Exemplary Academic Achievement Award:** To qualify for the Regents' Scholarship Exemplary Academic Achievement Award, the applicant must satisfy all requirements for the Base Award, and additionally meet all of the following requirements:

4.2.1 **Required GPA:** The applicant must have a cumulative high school GPA of at least 3.5, with no individual core course grade lower than a "B on a transcript."

4.2.2 **Required ACT Score:** The applicant must submit a verified composite ACT score of at least 26.

4.2.3 **Duty of Student to Report Maintain Reasonable Progress toward Degree Completion:** In order to ~~receive and~~ renew the Exemplary Academic Achievement Award, the ~~recipient student~~ must maintain and report reasonable progress toward degree completion by achieving a 3.0 GPA ~~each each s~~semester~~s~~ and by enrolling full-time (~~12-twelve~~ credit hours) each semester. If the ~~recipient student~~ fails to maintain a 3.0 GPA for two consecutive semesters or fails

to enroll full-time, the scholarship ~~will may be~~ revoked. Students will be required to pay back the entire payment received for the semester in which the student did not enroll full-time at semester.

4.2.4 Each semester, the recipient must submit to the Scholarship Review Committee an official college transcript verifying his/her grades to demonstrate that he/she is meeting the required GPA and is making reasonable progress as well as detailed schedule as proof of full-time enrollment toward the completion of a degree by the dates listed below. ~~If a recipient does must apply for and receive and approved Leave of Absence if he or she will not enroll full-time in continuous Fall and Spring Semesters. These documents must be submitted by the following dates:~~

4.2.4.1.1 Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

4.2.4.1.2 Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.4.1.3 Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

4.2.4.1.4 Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.4.1.5 Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

~~4.2.3.1.14.2.4.1.6~~ 4.2.4.1.6 Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

~~4.2.3.24.2.4.2~~ 4.2.4.2 If a student earns less than a 3.0 GPA in any single semester, the student must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship.

~~4.2.3.34.2.4.3~~ 4.2.4.3 A student will not be required to enroll full-time if the student can complete his/her degree program with fewer credits.

4.3 Replacing Low Grades by Retaking a Course: A student may retake a course to replace a low the received grade. When retaking courses to replace a grade the following subsections apply:

4.3.2 The Entire Course: The student must either (1) retake the entire original course, or (2) complete an approved ~~more advanced~~ course equal to or greater in credit value in the same subject-area. The ~~For~~ math and foreign language requirement of progression must be shown. If the original course was longer than a single semester or quarter the student must retake all semesters or quarters to replace the lower grade. This is true even if the student only received ~~at the~~ lower grade in a single semester, trimester, or quarter. Make-up packets do not qualify as retaking the course.

4.3.3 The Higher of Two Grades: The higher of two grades in the same or an approved ~~a more advanced~~ course will count towards meeting the scholarship the student's requirements.



4.3.4 Approved Courses and Progression “More Advanced” Determined by the Regents’ Scholarship Review Committee: The Regents’ Scholarship Review Committee reserves the right to determine if ~~theif the repeated course a course~~ qualifies as an approved “more advanced” and “course in the same subject-area and if progression is requiredneeded and demonstrated.”

4.34.4 Eligible Institutions: Both the Base Award and the Exemplary Academic Achievement Award may be used at any public college or university within ~~the~~ USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

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5.2 Enrollment at More than One Institution: The ~~a~~Awards may be used at more than one eligible institution within the same semester.

6—

6.24.5 Student Transfer: A scholarship may be transferred to a different eligible institution upon request of the student.

6.3 Relationship to Regents’ Awards: For a student who graduates prior to or during the 2009-10 school year, and qualifies for the Base Award and the New Century Scholarship may be awarded the Base Award and a UESP Supplemental Award in addition to a New Century Scholarship. A student who qualifies for the Exemplary Academic Achievement Award and the New Century Scholarship will only be eligible to receive one of these two year scholarships. For a ~~A~~ student who graduates from high school in or after 2009-2010 may ~~shall not receive both the New Century Scholarship and a the Regents’ Scholarship Base Award or the UESP Supplemental Award.~~

7

7.24.6 “P” and “I” Grades not Accepted: ~~A student may not include a pPass/fail or incomplete grades do not meet the minimum grade requirement, nor do they qualify towards the scholarship renewal requirements. from a course to fulfill any scholarship qualification or renewal requirements, including course or GPA requirements.~~

## R609-5 Application Procedures

### Application Procedures

7.35.2 Application Deadline: Students must submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Students who meet the priority deadline may be given first priority or consideration for the scholarship.

7.45.3 Required Documentation: Scholarship awards may be denied if all documentation is not submitted, if any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that must be submitted with a scholarship application include:

7.4.25.3.2 the official application;

7.4.35.3.3 an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

7.4.45.3.4 verified ACT scores; and

7.4.55.3.5 a class schedule form, provided by the Board, demonstrating the courses and credits that the student will completed during is enrolled in for the grade twelve remaining school year. Simply submitting a high school transcript does not satisfy this requirement. The class schedule must contain the following information: the student's name, the school the student attends, courses the student will take for the remaining year including the number of credits each course is worth.

7.55.4 **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, and will not be reviewed~~considered~~.

## R609-6 Amount of Awards and Distribution of Award Funds

6.1 **Funding Constraints of Awards:** The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement Award, as well as the total number of scholarships and supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

### 6.2 Amount of Awards

6.2.1 **Base Award:** The Base Award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

### 6.2.2 Exemplary Academic Achievement Award

6.2.2.1 For a students who graduates from high school in the 2009-10 -school year and prior;

6.2.2.1.1 If used at a USHE institution, the award is equal in value up to seventy-five~~75~~ percent of the tuition costs at the selected institution; or

6.2.2.1.2 If used at a private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges, the award is equal in value up to 75-seventy-five percent of the tuition costs at the selected institution, not to exceed 75-seventy-five percent of the average tuition costs of the USHE institutions.

6.2.2.2 For a student ~~student~~ who graduates from high school in or after the 2010-~~11~~ school~~11 school~~ year or prior ~~and still has remaining eligibility~~, the total award is up to \$5,000, allocated semester-by-semester throughout whichever of the following time periods is the shortest: Recipients are not entitled to the maximum award.

6.2.2.2.1 Two years~~Four semesters~~ of full-time -equivalent enrollment (minimum of twelve credit hours per semester);

6.2.2.2.2 65-Sixty-five credit hours; or

6.2.2.2.3 Until the student meets the requirements for a ~~B~~baccalaureate degree.

### 6.3 Distribution of Award Funds

**6.3.1 Tuition Documentation:** The award recipient must submit to the Scholarship Review Committee a copy of the college class schedule verifying that the student is enrolled full-time (~~12~~ twelve or more credits) at an eligible institution. Documentation must include the student's name, institution they are attending and the number of credits in which the student is enrolled. ~~The Scholarship Review Committee will calculate the amount of the award based on the published tuition costs at the enrolled institution(s).~~

**6.3.2 Award Payable to Institution:** The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds ~~may shall~~ould be used for any qualifying higher education expense, including tuition, fees, books, supplies, equipment required for course instruction, or housing.

**6.3.3 Credit Hours Dropped after Award Payment:** ~~If a student drops credit hours after having received the award which results in enrollment below twelve credit hours, the scholarship the scholarship will be revoked., may be revoked (see ) — not withstanding subsection 3.9.6.3. — unless the student needs fewer than twelve credit hours for completion of a degree.~~

**6.3.4 High School Graduates of 2010 and Before:** The following subsections only apply to students who graduated from high school in 2010 and before:

**6.3.4.1 Tuition Calculation by the Board:** ~~The Bboard will calculate the award disbursement amount based on the published tuition costs at the enrolled institution(s) and the availability of scholarship funding.~~

~~6.3.4.1~~**6.3.4.2 Added Hours after Award Payment:** At the discretion of the Scholarship Review Committee and depending on funding, the student may be awarded up to ~~75~~ seventy-five percent of the tuition costs of any hours added in the semester after the initial award has been made. The recipient must submit to the USHE a copy of the tuition invoice ~~and/or~~ a class schedule verifying the added hours before a supplemental award is made.

**6.3.4.3 Credit Hours Dropped after Award Payment:** If a student drops credit hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the USHE. ~~If a recipient fails to complete a minimum of 12 credit hours, the scholarship may be revoked (see ) — unless the student needs fewer than 12 credit hours for completion of a degree. If the student drops below twelve credit hours, subsection 3.3.3.8.4.2 —~~

**6.4 UESP Supplemental Award to Encourage College Savings:** Subject to available funding, a student who qualifies for the Base Award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

6.4.4 For each year the student is 14, 15, 16, or 17 years of age that the student had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the student's award if at least \$100 was deposited into the account for which the student is named the beneficiary.

6.4.5 If no contributions are made to a student's account during a given year, the matching amount will likewise be \$0.

6.4.6 If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

6.4.7 Matching funds apply only to contributions, not to transfers, earnings, or interest.

### R609-7 Time Constraints and Continuing Eligibility

~~3.9 Scholarships Initiated Within 12 Months of High School Graduation: The award recipient must enroll full time at an eligible institution of higher education within 12 months no later than the fall term immediately following of the recipient's high school graduation unless the recipient seeks and obtains an approved deferral or leave of absence from the Board.~~

7.1 **Time Limitation:** A Regents' Scholarship recipient must use the award in its entirety within five years after his/her high school graduation date.

#### 7.2 Deferral or Leave of Absence

7.2.1 Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

~~7.2.1~~—An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

~~7.2.2~~—  
~~7.2.3~~ 7.2.2 Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

7.3 **No Guarantee of Degree Completion:** Neither a Base Award nor an Exemplary Academic Achievement Award guarantees that the recipient will complete his or her Associate's or Baccalaureate program within the recipient's scholarship eligibility period.

### R609-8 Scholarship Determinations and Appeals

8.1 **Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee, based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application, ~~whether the decision is a scholarship award or denial of scholarship.~~

**8.2 Appeals:** Applicants may appeal a denial of the scholarship by submitting a written appeal to the USHE within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education. A list of required documents for an appeal is listed on the Regents' Scholarship Appeal Form.

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R609, Regents' Scholarship

Issue

Senate Bill 132, Higher Education Scholarship Amendments, sponsored by Senator John Valentine, makes several substantive changes to the New Century Scholarship program. It also makes some minor changes to the Regents' Scholarship, requiring some modifications to Regents' Scholarship policy (R609). These changes will improve administration of the program and provide greater uniformity. The substantive changes include:

- Scholarship recipients must enroll full-time (a minimum of 12 credits) in college no later than the fall term immediately following high school graduation unless they receive an approved Deferral.
- Scholarship recipients must register as a full-time student for Fall and Spring semesters or apply for and receive an approved Leave of Absence.
- Students can qualify for the New Century or the Regents' Scholarship, but not both.
- The Board shall disclose in all materials "the amount of the scholarship is subject to funding and may be reduced."

Attached is a copy of the proposed changes in a legislative draft format.

Commissioner's Recommendation

The Commissioner recommends that the Board consider and, if satisfied, approve the proposed revisions to Policy R609, Regents' Scholarships.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB

**R604-1. Purpose:** The New Century Scholarship was established to reward and encourage high-performing students. The program rewards students who accelerate their education by earning an Associate's degree while still in high school with a scholarship. This policy provides procedures for the administration of the scholarship.

## R604-2. References

- 2.1. Utah Code [§53B-8-105](#) (2010).
- 2.2. Policy and Procedures [R609](#), Regents' Scholarship.

## R604-3. Definitions

- 3.1. **"Associate's Degree":** An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from or verified by a regionally accredited institution with the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.4.2. of this policy.
- 3.2. **"Awards":** New Century Scholarship funds.
- 3.3. **"Board":** The Utah State Board of Regents.
- 3.4. **"Completes the requirements for an Associate's degree":** Means that a student completes either of the following:
  - 3.4.1. all the required courses for an Associate's degree from a institution within the Utah State System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or
  - 3.4.2. all the required courses for an equivalency to the Associate's degree from a higher education institution within the Utah State System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.<sup>2</sup>
- 3.5. **"Full-time":** A minimum of twelve credit hours.
- 3.6. **"High school":** A public or private high school within the boundaries of the State of Utah. If a private high school, it must be accredited by a regional accrediting body approved by the Board.
- 3.7. **"High school graduation date":** The day on which the recipient's class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.
- 3.8. **"Home-schooled":** refers to a student who has not received a high school grade point average.

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<sup>1</sup> Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009.

<sup>2</sup> Please note the requirement to have the coursework certified by the campus registrar under subsection 5.4 of this policy.

3.9. **"Math and science curriculum"**: The rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.

3.10. **"Reasonable progress"**: A recipient must complete at least twelve credit hours during Fall and Spring semester or apply for and receive an approved Deferral or Leave of Absence from the Board. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

3.11. **"Recipient"**: A student who receives an award under the requirements set forth in this policy.

3.12. **"Scholarship"**: The New Century Scholarship.

**R604-4. Recipient Requirements**: This section enumerates the requirements to qualify as a recipient. Subsection 4.1 creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4 through 4.7 establish other generally applicable requirements.

4.1 **General Academic Requirements**: Unless an exception applies, to qualify as a recipient a student shall

4.1.1. complete the requirements for an Associate's degree<sup>3</sup> or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

4.1.1.1. with at least a 3.0 grade point average

4.1.1.2. by student's high school graduation date; and

4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative grade point average.

4.2. **Utah Home-schooled Students**: For Utah home-schooled students the following exceptions and requirements apply:

4.2.1. **High School Graduation Date for Home-schooled Students**:

4.2.1.1. **Completes High School in 2011 and After**: If a home-schooled student would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2) is June 15 of the year the student would have completed high school;

4.2.1.2. **Completes high School in 2010 and Before**: If a home-schooled student would have completed high school in 2010 or before, the high school graduation date (under subsection 4.1.1.2) is September 1 of the year the student would have completed high school.

4.2.2. **ACT Composite Score Requirement**: A composite ACT score of 26 or higher is required in place of the high school grade point average requirement (under subsection 4.1.2).

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<sup>3</sup> Please refer to section 3.4 for clarification.



**4.3. Exception for High School Graduating Class of 2010 and Before:** For students whose high school graduation date is in 2010 or before, the following exceptions apply:

**4.3.1. Change in Deadline:** The deadline to complete the requirements for an associate degree or the math and science curriculum (under subsection 4.1.1.2.) is changed to September 1 of the year the student's graduation date; and the documentation submission deadline is October 15.

**4.3.2. No High School GPA Requirement:** Subsection 4.1.2 shall not apply.

**4.4. Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved Deferral or Leave of Absence from the Board under subsection 8.7 of this policy.

**4.5. Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.6. No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

**4.7. Regents Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

**R604-5 Application Procedures:** This section establishes the basic application procedures for an award.

**5.1 Application Contact:** Qualifying students will apply for the award through the Board.

**5.2 General Procedure:** An application for an award shall contain the following:

**5.2.1 Application Form:** The official application will become available on New Century website each November prior to the February 1 deadline; and.

**5.2.2. College Transcript:** an official college transcript showing college courses, AP and transfer work a student has completed to meet the requirements for the Associate's degree and verification the date the award was earned; and

**5.2.3. High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

**5.2.4. ACT Score:** a copy of the student's verified ACT score (if applicable)

**5.4. Registrar Verification:** If a student is enrolled at an institution which does not offer an Associate's degree or an institution that will not award the Associate's degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

**5.5. Application Deadline:** Students shall meet the following deadlines:

**5.5.1. Application Submission:** Students must submit a scholarship application to the scholarship review committee no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

**5.5.2. Support Documentation Submission:** All necessary support documentation shall be submitted on or before August 1 following the student's high school graduation date. In some cases exceptions may be made as AP and transfer work verification may be delayed at an institutional level and no fault of the applicant.

**5.5.3. Priority Deadline:** A priority deadline may be established each year. Students who meet the priority deadline may be given first priority of consideration for awards.

**5.4. Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

**R604-6 Awards:** This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

**6.1 Value of the Award:** Unless an exception applies, the maximum total value of the award is \$5000. The award amount up to \$5000 is allocated over a time period described in subsection 7.1. Recipients are not entitled to the maximum award. The award amount is subject to Legislative funding and may be reduced. The total value may change in accordance with subsection 6.3.

**6.2. Exception for High School Graduating Class of 2010 and Before:** For a recipient whose high school graduation date is in 2010 or before, the maximum total value of the award is as follows:

**6.2.1. Public Institutions:** At institutions within the state system of higher education the award, depending on available funding and may be reduced, is up to 75 percent of the tuition costs.

**6.2.2. Private Nonprofit Institutions:** At an eligible private nonprofit institution of higher education institution the value of the award is, depending on available funding and may be reduced, up to 75 percent of the tuition costs, but shall not exceed 75 percent of the average tuition costs at baccalaureate-granting institutions within the Utah State System of Higher Education.

**6.3. Changes in Award Amount:** This subsection details the instances when award amounts may be changed by the Board.

**6.3.1 The Board May Increase Award:** The Board may increase the total value of the award in subsection 6.1 by an amount not to exceed the average percentage tuition increase approved by the Board for institutions in the Utah State System of Higher Education.

**6.3.2. The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce the award under both subsections 6.1 and 6.2.

**6.4. Eligible Institutions:** An award may be used at either

**6.4.1. Public Institution:** a four-year institution within the Utah State System of Higher Education that offers Baccalaureate programs; or

**6.4.2. Private Nonprofit Institution:** a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Association of Schools and Colleges that offers Baccalaureate programs.

**6.5. Enrollment at Multiple Institutions:** The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the award goes to a flat rate, the award may only be used at the institution from which the student is earning a Baccalaureate degree.

**6.6. Student Transfer:** The award may be transferred to a different eligible institution upon the request of the recipient.

**6.4. Financial Aid and other Scholarships:** With the exception of the Regents' Scholarship (as detailed in subsection 4.5 of this policy), tuition waivers, financial aid, or other scholarships will not affect a recipient's the total award amount.

**R604-7 Disbursement of Award:** This section details the disbursement of the award amounts. Subsection 7.1 through 7.5 apply to all recipients, whereas 7.6 applies only to recipients whose high school graduation date is in or before 2010.

**7.1. Disbursement Schedule of Award:** The award shall be disbursed semester-by-semester over the shortest of the following time periods:

7.2.1. four semesters of full-time enrollment;

7.2.2. sixty credit hours; or

7.2.3. until the recipient meets the requirements for a baccalaureate degree.

**7.3. Tuition Documentation:** The recipient shall submit to the Board a detailed copy of a class schedule verifying the number of hours enrolled. The Board will calculate the award based on available funding.

**7.4. Award Payable to Institution:** The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

**7.5. Dropped Hours after Award:** If a student drops credit hours after receiving the award which results in enrollment below full-time, the scholarship will be revoked (see 8.1) unless the student needs fewer than 12 hours for completion of a degree. Students will be required to pay back the entire payment received for that semester.

**7.6. Exception for High School Graduating Class of 2010 and Before:** For a recipient whose high school graduation date is in 2010 or before, the following additional provisions apply:

7.6.1. **Tuition Calculation by the Board:** The Board will calculate the award disbursement amount based on the published tuition costs at the enrolled institution(s) and the availability of scholarship funding.

7.6.2. **Added Hours after Award:** The award will be increased up to 75% of the tuition costs of any hours added in the semester after the initial award has been made, depending on available funding. Recipient shall submit to the Board a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

**7.6.3. Dropped Hours after Award:** If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the board. If a recipient fails to complete a minimum of twelve semester hours, the scholarship will be revoked (see 8.1) unless the student needs fewer than 12 hours for completion of a degree. Students will be required to pay back the entire payment received for that semester.

**R604-8. Continuing Eligibility:** This section establishes the expectations of recipients to excel in their Baccalaureate coursework. The scholarship is not an entitlement; recipients are expected to maintain high standards.

**8.1. Reasonable Progress toward Degree Completion:** The Board may cancel a student's future awards if the student fails

**8.1.1. Maintain 3.0 GPA:** to maintain a 3.0 grade point average for each semester for which he or she has received awards; or

**8.1.2. Reasonable Progress:** to make reasonable progress (twelve credit hours) toward the completion of a baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll full-time in continuous Fall and Spring semesters.

**8.2. Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she is meeting the required grade point average and is completing a minimum of twelve semester hours. Students will not be paid for the coming semester until the requested documentation has been received. These documents must be submitted by the following dates:

**8.2.1.** Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

**8.2.2.** Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.3.** Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

**8.2.4.** Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.5.** Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

**8.2.6.** Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

**8.3. Probation:** If a recipient earns less than a 3.0 GPA in any single semester, the recipient must earn a 3.0 GPA or better the following semester to maintain eligibility or the award will be revoked.

**8.4. Final Semester:** A recipient will not be required to enroll full-time if the recipient can complete the degree program with fewer credits.

**8.5. No Awards after Five Years:** The board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

**8.6. No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

**8.7. Deferral or Leave of Absence:**

**8.7.1.** A recipient may apply to the Board for a deferral of award or a leave of absence.

**8.7.1.** A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

**8.7.2.** Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

## **R604-9 Appeals**

**9.9 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions made, at the discretion of a Scholarship Review Committee, based on available Legislative funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application, whether the decision is a scholarship award or denial of scholarship.

**9.2. Appeals:** Applicants may appeal a denial of the scholarship by submitting a written appeal to the board within 30 days of receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education. A list of required documents for an appeal is listed on the New Century Scholarship Appeal Form.

March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Awards for New Century and Regents' Scholarships

Issue

As required by state law, the Board of Regents sets the amount of awards for the New Century and Regents' Scholarship programs. Much has happened since this issue came to the Board of Regents in the Summer of 2009, including tightening and refining administration of the programs, significantly expanding communication with students, parents, high schools and higher education institutions, and a strong commitment by the Governor and the Legislature to protect funding as much as possible. As a result of these efforts, even though the number of qualified applicants continues to outpace on-going state funding, for the coming academic year both scholarships can be offered at a level close to the maximum amount provided in law.

Background

With strong legislative support, two scholarships have been established, administered by the Commissioner's Office in behalf of the State Board of Regents, to encourage high school students to prepare for and attend college. One of these, the New Century Scholarship, has been in existence for eleven years; the other, the Regents' Scholarship, is in its third year.

Due to a surge in qualified applicants without a parallel increase in state funding, at the July 2009 Board of Regents meeting, the Board approved funding the New Century Scholarship at 40 percent of tuition and the Regents' Exemplary Award at 55 percent of tuition. After legislators heard from many constituents who were caught by surprise that the award could be less than the full amount that had previously been provided and on which they had relied, Legislative Leadership and the Governor committed in August to provide additional funding in a supplemental appropriation to allow this year's recipients (2009-2010 academic year) to be fully funded at 75 percent. This supplemental appropriation of \$1.3 million was enacted (SB 3) in February 2010, allowing all of the current year's awards to be at the maximum or full amount.

Internally, the Commissioner's Office made some significant structural changes to the administration of the New Century Scholarship—putting it, along with the Regents' Scholarship, under the management of Assistant Commissioner Melissa Miller Kincart and direction of Associate Commissioner David Buhler. A

significant change, as approved by the Regents at their October 16, 2009 meeting, was the implementation for the first time of an application deadline for the New Century Scholarship. The Utah Higher Education Assistance Authority (UHEAA) continues to provide significant administrative support for both programs. Also since summer, as directed by the Board, Associate Commissioner David Buhler has been working with members of the Legislature to make changes to the New Century program to help it become more financially sustainable into the future. These changes were enacted in 2010 in S.B. 132, Higher Education Scholarship Amendments, sponsored by Senator John Valentine. The most significant of these changes will take effect for the high school graduating class of 2011.

During the recently-completed session, the Legislature provided an additional \$3.8 million in one-time funding for the New Century Scholarship, with the intent that this would fund the program at 70 percent of tuition. The Regents' Scholarship program also received an on-going increase of \$500,000. Based upon preliminary review of scholarship applications and renewals, it appears that funding will be sufficient to grant awards equal to 70 percent of tuition for the New Century Scholarship and 70 percent of tuition for the Regents' Scholarship.

Longer term, the on-going appropriation continues to be far below the amount needed to sustain the program, although the changes for New Century in S.B. 132 will help. As has been the practice since last summer, all communications to students and high schools have been clear that the level of funding is based on legislative appropriation. In 2011, the awards will change from a percentage of tuition to a flat-dollar amount, to be determined by the Board of Regents after each legislative session.

#### Growth in Number of Awards

The following charts show the total number of awards granted for the New Century and Regents' Scholarships since 2008-09; fiscal year 2010-11 is an estimate based on the applications received that are still under review (and work yet to be completed by students):

#### **New Century Scholarship**

|                               | <b>Total Number of Awards</b> |
|-------------------------------|-------------------------------|
| <b>FY 2008-2009</b>           | <b>998</b>                    |
| <b>FY 2009-2010</b>           | <b>1,206</b>                  |
| <b>FY 2010-2011 estimated</b> | <b>2,086</b>                  |

#### **Regents' Scholarship**

|                               | <b>Total Number of Base Awards</b> | <b>Total Number of Exemplary Awards</b> | <b>Total Number of Awards</b> |
|-------------------------------|------------------------------------|-----------------------------------------|-------------------------------|
| <b>FY 2008-2009</b>           | 79                                 | 116                                     | 195                           |
| <b>FY 2009-2010</b>           | 115                                | 279                                     | 394                           |
| <b>FY 2010-2011 estimated</b> | 369                                | 594                                     | 963                           |

### Commissioner's Recommendation

In order to keep the New Century and Regents' Scholarship programs operating within the budgets appropriated by the Legislature, the Commissioner recommends the Board adopt the following:

1. For Fiscal and Academic Year 2010-2011, all qualified New Century Scholarships (both continuing and new awards) will be awarded at 70 percent of tuition.
2. For Fiscal and Academic Year 2010-2011, all newly qualified Regents' Scholarships will be awarded as follows:
  - a. Base Award: \$1,000
  - b. Exemplary Award: 70% of tuition
  - c. UESP Match: Fully funded (up to \$400 maximum)
  - d. Priority Deadline: To encourage and reward students for applying by the priority deadline, an additional \$100 incentive in the base award will be granted for those who meet the priority deadline, for a total base award of \$1,100.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB



March 23, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Roles and Authority Quality Improvement Task Force Report (draft)

Issue

Chair Pitcher recommended that the Planning Committee review the *Roles and Authority Quality Improvement Task Force* draft report in preparation for a strategic discussion regarding the task force findings and recommendations. The intent was to hold this strategic discussion as part of the April 1, 2010 board meeting; however, due to the volume of time-sensitive issues, there will not be adequate time on April 1.

Therefore, the Planning Committee is encouraged to provide the Commissioner's staff (1) feedback on the report, (2) proposed recommendations, and (3) essential elements of a training program and reference guide. The response will be shared at the next board meeting. Upon the approval of the Regents, the training program and reference guide will be shared with each institution's president and Board of Trustees.

Background

Under the direction of the Board of Regents, Commissioner Sederburg launched a quality improvement initiative led by the *Roles and Authority Task Force* to improve and clarify the working relationships between the Regents, the Boards of Trustees, the Commissioner (the Office of the Commissioner for Higher Education—OCHE), and the Presidents (the institutions). Attached is a draft report of the task force's findings and recommendations.

Commissioner's Recommendation

This item is for information only.

WAS/CKM /JAC  
Attachment

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William A. Sederburg, Commissioner



## State Board of Regents Roles and Authority Quality Improvement Initiative March 2010 Draft Report

### Background

The State Board of Regents (SBR) *Roles and Authority Quality Improvement Initiative* was launched as an outcome of the September 5, 2008 SBR meeting. Regent Jack Zenger and Commissioner Sederburg led a discussion on how to improve Regents' board meetings. An element of that discussion was regarding the delegation authority and responsibilities to the institutional Boards of Trustees. Such delegation could enhance the role and meaningfulness of trustee service.

### Charge

Under the direction of SBR, Commissioner Sederburg launched a quality improvement (QI) initiative led by the *Roles and Authority Task Force* to improve and clarify the working relationships between the Regents, the boards of trustees, the Commissioner and his staff (the Office of the Commissioner for Higher Education—OCHE), and the presidents and their institutions. Specifically, the task force answered the following question: **What authority, role, and function currently held or performed by the regents ought to be retained by the Regents or delegated to the Trustees, Commissioner, and presidents to:**

1. improve the strategic focus and function of the Board of Regents in fulfilling its statutory obligations and statewide role as stewards of higher education,
2. empower the Boards of Trustees and presidents to be innovative and successful in meeting the needs of their constituents and institutional missions,
3. refine the scope of OCHE services and functions in support of the Utah System of Higher Education (USHE) and its network of institutions and resources,
4. improve system efficiencies, and
5. eliminate unnecessary functional duplications.

## Findings

Members of various Boards of Trustees, system and institutional administrators, and Regents provided feedback in the following six areas: (1) presidential searches, (2) resource and review teams, (3) university health care system, (4) academic program and degree approval process, (5) finance and facilities, and (6) general feedback.

1. Presidential Searches –Feedback pertaining to presidential searches included the following three points:
  - a. Allow in Regents’ policy campus groups’ representatives to (1) meet with presidential candidate finalists and (2) provide feedback to the Regents prior to their final deliberation and selection. This process follows that of the University of Utah in hiring President Young and Utah Valley University in hiring President Holland. The Regents approved this recommendation last May.<sup>1</sup>
  - b. Allow the Chair and Vice-chair of the institutional Board of Trustees to (1) participate in the Regents’ final interviews of presidential candidates, and (2) offer their insights and observations during the Regents’ final deliberation and selection of the institution’s next president. The Regents approved this recommendation in part last May.<sup>2</sup>

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<sup>1</sup> In the May 29, 2009 SBR board meeting, Regents’ Policy R203, *Search Committee Appointment and Function, and Regents’ Selection of Presidents of Institutions*, was amended to formalize the process used in the hiring the last two USHE presidents. R203 now reads:

**4.6. Finalists’ On-Campus Meetings and Interviews with the Board:** *The Board shall host the interviews of the finalists on campus. In addition to the Board interviews, the finalists shall meet with on-campus groups and shall include:*

**4.6.1.** *Each finalist meeting with groups representing the institution’s president’s cabinet, faculty and staff, and students. A member of the Commissioner’s staff shall be assigned to each group to report to the Board each group’s observations.*

<sup>2</sup> Initially, the collective interest of the Chairs of the Boards of Trustees was to have the Chair and Vice-chair be given voting rights with the Regents pertaining to the final selection of an institution’s next president; however, such a change in voting rights would require legislative action. Therefore, the consensus was to yield on the request for voting rights and focus on the inclusion of the Trustee Chair and Vice-chair in the final interview and deliberation as representatives of the full Board of Trustees.

In the May 29, 2009 SBR board meeting, the Regents approved an additional amendment to Regents’ Policy R203 to provide the Regents’ Chair the option to invite the Trustees’ Chair or Vice-chair (not both) to share his or her insights and observations as part of the Regents’ deliberation and selection of a new president. R203 now reads:

**4.6.2.** *Finalist interviews held in an executive session of the Board pursuant to the Utah Open and Public Meetings statute. The Board Chair may invite the institution’s Trustee Chair or Vice Chair to observe the Board’s interview of each finalist and may offer his/her insights and observations of each finalist. Board’s interview of each finalist and may offer his/her insights and observations of each finalist.*

- c. Allow the Trustees' Chair and Vice-chair (or their representative) to be the same two persons that participate on the presidential search committee and in the Regents' deliberation and selection of a new president. This feedback was provided subsequent to the May 29, 2009 Regents' action amending R203. This two person approach is to ensure the Regents receive accurate feedback of the search committee's insights and representation of the full Board of Trustees' interests.
- 2. Resource and Review Teams – Feedback pertaining to resource and review teams included the following two points:
  - a. Clarify the Trustees' involvement in the resource and review team process as outline in Regents Policy R208, *Resource and Review Teams*. The Regents already took action on this recommendation last May.<sup>3</sup>
  - b. Require a final copy of a resource and review team's written report to be given to the Chair of the Board of Trustees. The regents already took action on this recommendation last May.<sup>4</sup>
  - c. Clarify the intent of Regents Policy R208, *Resource and Review Teams* as a semi-annual institutional and presidential review.
- 3. University Health Care System – Chair Randy Dryer of the University of Utah's Board of Trustees requested that the Regents delegate the budget and operations oversight of the University Health Care System to the University of Utah's Board of Trustees. The basis of this request was that the oversight between the University of Utah Hospitals and Clinics Board and the University's Board of Trustees was adequate and that the additional reporting obligation to Regents was an unnecessary duplication. The Regents already took action on this recommendation last May.<sup>5</sup>
- 4. Academic Program and Degree Approval Process – Feedback pertaining to the academic program and degree approval process included the following two suggestions:
  - a. Delegate the authority to approve academic programs within the designated roles and mission of a USHE institution to the institution's Board of Trustees.

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<sup>3</sup> Regents' Policy R208, *Resource and Review Teams*, was amended on May 29, 2009. The amendments clarified the involvement of the trustees in the resource and review team process.

<sup>4</sup> Regents' Policy R208, *Resource and Review Teams*, was amended on May 29, 2009. The amendments stipulated a final copy of a resource and review team written report be given to the chair of the board of trustees.

<sup>5</sup> The Regents agreed in principle to the request of Chair Dryer in the May 29, 2009 SBR board meeting. However, the Regents reserved the right to review the University Health Care System budget and operations upon request. In transition to this new process, the University of Utah shared the University of Utah Hospitals and Clinics proposed operating budget for FY 2010-2011 as an information item in the July 17, 2009 SBR board meeting.

- b. Have the Regents approve degrees and programs at the bachelor's level and higher; thus, allow the Trustees the authority to approve degrees and programs at the associate's level and lower.
- 5. Finance and Facilities – Feedback pertaining to finance and facilities included the following three suggestions:
  - a. Consider changing the format of the annual audit report provided by the Trustees to the Regents from an in-person meeting to a written report.
  - b. Allow USHE institutions, with Trustee approval, the ability to engage in minor property transactions in value of \$500,000 or lower.<sup>6</sup>
  - c. Delegate authority to institutions to manage small capital improvement projects up to a value of \$250,000 and based on a memorandum of understanding with the Division of Facilities Construction and Management (DFCM).<sup>7</sup>
- 6. General Feedback – Feedback pertaining to general issues included the following two suggestions:
  - a. Enhance the Regents' role as advocates of higher education throughout the state (e.g., engage in campaigns to build public support and increase funding for higher education).
  - b. Encourage the Regents to engage Trustees as political partners in addressing strategic issues.
  - c. Encourage presidents to engage Trustees as strategic decision making partners (beyond a simple advisory role).

## **Recommendations**

The following are recommended actions for the Board of Regents' consideration.

- 1. Presidential Searches
  - a. *(SBR Approved, May 29, 2009)*. Allow for representatives of campus groups to meet with the candidate finalists and provide feedback to the Regents for their consideration prior to their final deliberation and selection.
  - b. *(SBR Approved, May 29, 2009)*. Allow the Trustees' Chair to participate in the Regents' final interviews of presidential candidates for his or her respective

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<sup>6</sup> This is "in-process" through a proposed amendment to Regents' Policy R710, which is scheduled for Regents action on April 1, 2010.

<sup>7</sup> This was acted upon by the Utah State Legislature and passed as part of HB-370 in the 2010 session.

institution and offer insights and observations during the Regents' final deliberation and selection of the institution's next president.

- c. Allow the Trustee Vice-chair (in addition to the Chair) to participate in the Regents' final interviews of presidential candidates for his or her respective institution and offer insights and observations during the Regents' final deliberation and selection of the institution's next president. The participation of the Vice-chair additionally ensures an accurate portrayal of the full Board of Trustees' interests and insights to the Regents.
- d. Allow the Trustees' Chair and Vice-chair (or their representative) to be the same two persons that participate on the presidential search committee and in the Regents' deliberation and selection of a new president.

## 2. Resource and Review Teams

- a. (*SBR Approved, May 29, 2009*). Clarify the Trustees' involvement in the resource and review team process in Regents' Policy R208, *Resource and Review Teams* and require a final copy of a resource and review team's written report to be given to the Chair of the Board of Trustees.
- b. Redraft Regents Policy R208, *Resource and Review Teams* to clarify the intent of the policy as a semi-annual institutional and presidential review.<sup>8</sup>

## 3. University Health Care System

- a. (*SBR Approved, May 29, 2009*). Delegate the budget and operations oversight of the University Health Care System to the University of Utah's Board of Trustees. Given the oversight between the University of Utah Hospitals and Clinics Board and the University's Board of Trustees is adequate, an additional reporting obligation to the SBR is an unnecessary duplication. However, SBR should reserve the right to review the University Health Care System budget and operations upon request.

## 4. Academic Program and Degree Approval Process

- a. Retain the authority to approve academic programs for USHE institutions as specified in Regents' Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*.<sup>9</sup>

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<sup>8</sup> A new draft of R208 is pending Regents' approval as part of the April 1, 2010 SBR board meeting.

<sup>9</sup> A new draft of R401 is pending Regents' approval as part of the April 1, 2010 SBR board meeting. One of the proposed changes to R401 is to reduce the burden of review for certain items currently considered "Information" items. In the proposed R401, some items (renaming, transfer and restructuring, centers, minor in existing majors) will be sent to OCHE, and if no objection is communicated by OCHE to the institution in a specified time period, then the Trustees' decision is considered final. This is a significant change and speaks to the intent of this QI initiative.

## 5. Finance and Facilities

- a. Consider changing the format of the annual audit report provided by the Trustees to the Regents from an in-person meeting to a written report.
- b. Allow USHE institutions, with Trustee approval, the ability to engage in minor property transactions in value of \$500,000 or lower.<sup>10</sup>
- c. Work with institutions and the Division of Facilities Construction and Management (DFCM) to create MOU's that delegate authority to institutions to manage small capital improvement projects up to a value of \$250,000 and in accordance with HB 370 – legislation that USHE helped to craft this past Session.

## 6. General Feedback

- a. Seek ways to enhance the Regents' role as advocates of higher education throughout the state (e.g., engage in campaigns to build public support and increase funding for higher education).<sup>11</sup>
- b. Identify issues to engage Trustees as political and strategic partners.<sup>12</sup>
- c. Encourage presidents to engage Trustees as strategic decision making partners (beyond a simple advisory role).

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<sup>10</sup> An amendment to R710-4.5.4, which grants institutions such authority, is pending Regents' approval as part of the April 1, 2010 SBR board meeting.

<sup>11</sup> Related actions taken to date include the following four points (1) Regents' support of the Roles and Authority Quality Improvement Initiative, (2) Regents' refinement of and focus on three strategic goals and supporting initiatives, (3) Regents' support of the Salt Lake Chamber of Commerce's Education Initiative, and (4) the Commissioner's commitment to share the Regents' approved report and training program pertaining to this QI initiative with Governor Herbert and other legislative leaders.

<sup>12</sup> Related actions taken to date include the following three points: (1) Regents' support of the Roles and Authority Quality Improvement Initiative, (2) Regents' commitment to engage USHE institutions (i.e., Boards of Trustees and presidents) in the strategic planning process developing the Vision 2020 Master Plan, and (3) the Commissioner's commitment to share the Regents' approved report and training program pertaining to the outcomes of this QI initiative with each institution's Board of Trustees and president (the training program will be initially shared with each institution's Trustees during a normally scheduled Trustees meeting; thereafter, the Commissioner will host an annual training session with specific attention given to new members to the Regents, Trustees, the Commissioner's staff, and a president's cabinet).

## Appendix

### Timeline (checked items have been completed)

- ✓ February 2009 – OCHE staff develop the “Roles and Authority Matrix” to provide a quick overview of current policy and practices pertaining to the working relationship between the SBR, BOTs, commissioner, and presidents.
- ✓ April 2009 – Members to serve on the Roles and Authority Task Force (TF) were identified and invited to serve. They are:
 

|                                                                                                                                                                                                                                           |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Cameron Martin, OCHE (Chair)</li> <li>• Greg Stauffer, OCHE</li> <li>• Lucille Stoddard, OCHE</li> <li>• Teddi Safman, OCHE</li> <li>• Gary Wixom, OCHE</li> <li>• Fred Hunsaker, USU</li> </ul> | <ul style="list-style-type: none"> <li>• John Francis, UU</li> <li>• Ed Barbanell, UU</li> <li>• Val Peterson, UVU</li> <li>• Norm Tarbox, WSU</li> <li>• Joe Peterson, SLCC</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- ✓ May 29, 2009 – SBR approved the establishment of the TF and its charge. Additionally, SBR approved initial TF recommendations to:
  - a. amend Regents’ Policies R203, *Presidential Searches*, and R208, *Resource and Review Teams* to clarify and strengthen the role Trustees in the presidential search, hiring, and evaluation processes; and
  - b. delegate the budget and operations oversight of the University Health Care System to the University of Utah’s BOT concurring the oversight between the University of Utah Hospitals and Clinics Board and the University’s BOT was adequate and the additional reporting obligation to the SBR was an unnecessary duplication function.
- ✓ SBR committees (Programs, Finance & Facilities, and Strategic Planning & Communication) have been tasked to assess Regents policies, procedures and practices that pertain to each committee’s stewardship and recommend necessary changes, if any, in fulfillment of the TF Charge.
- ✓ September 2009 – Council of presidents (COP) review of “Roles and Authority Matrix” and are given through the end of the 2009 calendar year to gather feedback from their respective executive staff and boards of trustees.
- ✓ October-November 2009 – continue Task Force discovery.
- ✓ January 2009-February 2010 – SBR/BOT review of initial TF findings and recommendations.
- ✓ March 2010 – TF report writing.
- April 1, 2010 – TF report to SBR of findings and recommendations for consideration.



- June 25, 2010 – SBR strategic discussion and final action.
- July–November 2010 – Share SBR approved report with BOTs.
- August 2011 – OCHE host first annual training presentation.