STATE BOARD OF REGENTS MEETING
WASATCH HIGH SCHOOL
930 SOUTH 500 EAST
HEBER CITY, UTAH 84032
JUNE 25, 2010
AGENDA

8:00 a.m. - 8:30 a.m. Continental Breakfast

8:30 a.m. - 1:00 p.m. JOINT MEETING WITH STATE BOARD OF EDUCATION
(Room 300)

MEETING OF THE STATE BOARD OF REGENTS

1:15 p.m. - 2:15 p.m. MEETINGS OF BOARD COMMITTEES

PROGRAMS COMMITTEE
Regent David Jordan, Acting Chair
Room 309

ITEMS REQUIRING APPROVAL

1. Utah State University – Graduate Route to Licensure in Science, Math or ESL within the Master of Education Degree — Tab A
2. Weber State University
   - A. Master of Taxation Degree — Tab B
   - B. Bachelor of Science in Electronics Engineering — Tab C
3. Utah Valley University
   - A. Bachelor of Science Degree in Botany — Tab D
   - B. Bachelor of Arts Degree in Art Education — Tab E
   - C. Associate of Applied Arts Degree in Wildland Fire Management — Tab F
4. Southern Utah University -
   - A. New Emphases — Tab G
     - i. Natural Resource Recreation
     - ii. Outdoor Recreation Tourism
     - iii. Outdoor Education
5. Fast-track Approval – Certificates of Completion — Tab H
   - A. Salt Lake Community College
     - i. Geographic Information Systems (GIS)
     - ii. Electronic Communications Technician
     - iii. Medical Administration
     - iv. Clinical Medical Assistant
     - v. Electronics Engineering Technician
   - B. College of Eastern Utah – Professional Medical Coding

FINANCE COMMITTEE
Regent Nolan E. Karras, Chair

Room 311

ITEMS REQUIRING APPROVAL

1.	Dixie State College – Property Purchase	Tab I
2.	Weber State University – Approval to issue Auxiliary Services Revenue Bonds to Finance the Construction of Student Housing	Tab J
3.	Utah State University – Approval to Refund the Series 2002A Research Revenue Bonds	Tab K
4.	Proposed New Policy R545 – Disclosure of Foreign Donations	Tab L
5.	College of Eastern Utah – Carbon County Land Exchange	Tab M

ITEMS FOR INFORMATION

6.	Efficiencies in Higher Education Through the use of Purchasing Consortium and Cooperative Contracts	Tab N
7.	Information Technology Efficiency Update	Tab O
8.	Health Benefits – Institutional Plan Changes	Tab P
9.	University of Utah – Summary of Series 1998A, 1999A and 2001 Auxiliary and Campus Facilities System Revenue Bonds Refunding	Tab Q

PLANNING COMMITTEE
Regent John H. Zenger, Chair
Room 313

ITEMS FOR DISCUSSION

1.	Utah Data Alliance (UDA) Grant	Tab R
2.	Roles and Authority Task Force Update	Tab S
3.	UCAP Update	Tab T
	A. Pilot Projects (Aerospace, Energy, Digital Media)	
	B. 2010-2011 Projects	
	C. 2010-2011 Additional Funding Proposal	
4.	Strategic Planning – Follow-up to April 1 Board Meeting	Tab U
5.	Utah's 2020 Higher Education Plan (Draft)	Tab V

2:15 p.m. - 2:30 p.m. BREAK

2:30 p.m. - 4:00 p.m. COMMITTEE OF THE WHOLE
Rooms 606-608

1.	Report of the Commissioner	
2.	Mission-Based Funding Task Force Report	Tab W
3.	Capital Development Prioritization (CDP)	Tab X
4.	General Consent Calendar	Tab Y
5.	Reports of Board Committees	
6.	Report of Nominating Committee/Election of Officers	
7.	Report of the Chair	

4:00 p.m. - 5:00 pm. CLOSED MEETING OF THE BOARD OF REGENTS
Administrative Conference Room

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

State Board of Regents
Board of Regents Building, The Gateway
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Salt Lake City, Utah 84101-1284

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June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Graduate Route to Licensure with a Master in Education Degree in Secondary Education in Mathematics, Science, or English as a Second Language – Action Item

Issue

Faculty in the Secondary Education Program in the School of Teacher Education and Leadership request approval of a new Graduate Route to Licensure (GRL) in Science, Mathematics, and English as Second a Language (ESL). This is requested as an addition to the Masters of Education (M.Ed.) Degree. The USU Board of Trustees approved the GRL on May 7, 2010.

Background

Currently, there are only two available options for candidates who hold a bachelor's degree supportive of teaching in science, mathematics, or ESL who desire secondary education teaching licensure. The first option is pursuing a second bachelor's degree and the second an Alternative Route to Licensure (ARL) through the Utah State Office of Education. Because qualification for ARL is contingent upon employment by a school district, this is not a viable alternative for many prospective students. Additionally, the second bachelor's route may not be enticing enough for those considering a career change.

In response to increased need for more teachers who are certified in secondary science, mathematics, and ESL in Utah, and nationally, the GRL will enable candidates who already have bachelor's degrees to certify to teach grades 7-12 while completing a M.Ed. Degree.

In the proposed program, teacher candidates will exit the proposed Graduate Route to Licensure (GRL) with a Masters in Education (M.Ed.) Degree in Secondary Education and eligibility for licensure to teach in grades 7-12 in science, mathematics, or in an area with the English as a Second Language (ESL) endorsement. The Graduate Route to Licensure offers teacher candidates extensive field experiences in public schools. Field experiences take place at each of three levels of the licensure process. Progress and achievement of teacher candidates is monitored and evaluated collaboratively by university faculty and practicing cooperating teachers hosting clinical and student teaching placements.

The GRL is interdepartmental, utilizing faculty from the Secondary Education Programs within the School of Teacher Education and Leadership as well as departments outside the school including: Biology, Geology, Chemistry, Physics, Mathematics, Psychology, Special Education and Rehabilitation, Music, Art, Theatre Arts, Instructional Technology, Health, Physical Education, and Recreation, and Family, Consumer, and

Human Development. The program framework is based on the National INTASC Principles which are: Content Pedagogy, Student Development, Diverse Learners, Critical Thinking, Motivation and Management, Communication, Planning, Assessment, Professional Development, and School/Community Development. These principles are assessable.

Policy Issues

USHE institutions were supportive of the proposed program. No policy issues were raised.

Recommendation

The Commissioner recommends the Regents approve Utah State University's request to offer a Graduate Route to Licensure with a Master of Education Degree in Secondary Education in Mathematics, Science, or English as a Second Language, effective Fall, 2010.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Graduate Route Licensure with a Master of Education in Secondary Education in Mathematics, Science, or English as a Second Language

Utah State University

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

June 16, 2010

Section I: The Request

Faculty in the Secondary Education Program in the School of Teacher Education and Leadership request approval of a new Graduate Route to Licensure (GRL) in Science, Mathematics, and English as Second Language (ESL). This is requested as an addition to the Masters of Education (M.Ed.) Plan C currently offered. The USU Board of Trustees approved the GRL on May 7, 2010.

Section II: Program Description

Program Description

Teacher candidates will exit this program with an M.Ed. in Secondary Education and eligibility for licensure to teach in grades 7-12 in science, mathematics, or an endorsement in ESL. The GRL offers teacher candidates extensive field experiences in public schools. Field experiences take place at each of three levels of the licensure process. Progress and achievement of teacher candidates are monitored and evaluated collaboratively by university faculty and practicing cooperating teachers hosting clinical and student teaching placements.

The GRL is offered interdepartmentally, utilizing faculty from the Secondary Education Program within the School of Teacher Education and Leadership as well as departments outside of the school including: Biology, Geology, Chemistry, Physics, Mathematics, Psychology; Special Education and Rehabilitation; Music; Art; Theatre Arts; Instructional Technology; Health, Physical Education, and Recreation; and Family, Consumer, and Human Development. The program framework is based on the National Interstate New Teacher Assessment and Support Consortium (INTASC) Principles which are: Content Pedagogy, Student Development, Diverse Learners, Critical Thinking, Motivation and Management, Communication, Planning, Assessment, Professional Development, and School/Community Development. These are detailed in the assessment portion of this document.

Purpose of the Graduate Route to Licensure

In response to increased need for more teachers who are certified in secondary science, mathematics, and ESL in Utah and nationally, the GRL will enable candidates who already have bachelor's degrees to certify to teach grades 7-12 while completing an M.Ed..

Institutional Readiness

Because the School of Teacher Education and Leadership (TEAL) at USU already has an Alternative Route to Licensure (ARL) program, as well as undergraduate licensing programs, almost all of the courses for the GRL are in place. These courses are offered multiple times yearly and as such have the capacity to accommodate additional students. Graduate courses have been created and/or are being created and approved so that a Graduate Student Teaching course, as well as Graduate Teaching Methods courses, are or will be in place with heightened graduate requirements so that GRL students can take these courses alongside undergraduates when completing the teaching methods and student teaching courses and alongside graduate students when completing all other education courses required for USOE licensure. Because the GRL is for students who already have a bachelor's degree, the only foreseeable impact on undergraduate programs is enrichment of teaching methods courses and student teaching seminars with the presence of graduate students enrolled alongside undergraduates in the courses.

Faculty
Faculty in the School of Teacher Education and Leadership who offer the master's-level courses and teacher education courses are already in place. Additionally, faculty in the content departments who offer the content coursework required for USOE licensing are also in place. No additional faculty hires are expected with the GRL, as the courses are already in place and being offered to students at less than full capacity.

Staff
Similar to the faculty needs listed above, it is expected that no additional staff will be needed.

Library and Information Resources
The library currently has the resources to support the GRL.

Admission Requirements
- Bachelor's Degree in Science, Mathematics, or USOE licensurable major
- Meet with Science, Mathematics, or USOE licensurable major advisor to review content courses needed for licensure/content certification and create a plan for degree completion
- Successful completion of Content Area Praxis Exam
- Pass Background Check, complete Speech-hearing Exam and submit Writing Sample
- Graduate School Admission – Graduate Record Examination (GRE), verbal (40th percentile) and quantitative (40th percentile) portions, OR Miller Analogies Exam, minimum score 40th percentile, three favorable letters of recommendation, transcripts of all colleges/universities attended. GPA of 3.0 (B) or higher during most recent 60 semester hours.

Student Advisement
Students will first meet with Dr. Todd Campbell, faculty member in TEAL and Master's Advisor for Elementary and Secondary Education Plan C students. They will also meet with content area advisors to be sure that all content area courses needed for USOE licensure are fulfilled.

Justification for Graduation Standards and Number of Credits
Candidates for the GRL will complete 40 semester hours of graduate credit as part of the M.Ed. This aligns with expectations for all other TEAL M.Ed. Plan C degrees.

External Review and Accreditation
USU faculty who work in the Secondary Education Licensure Program developed the GRL. James Schindler in Educator Quality and Licensure at the USOE was also consulted regarding the GRL. He is supportive and indicated that the proposed degree would offer another viable alternative to those interested in ARL who had not received a position within a school district, a required prerequisite for admission to the ARL program.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	6	6	3-1	na

2	10	6	5-1	na
3	10	6	5-1	na
4	15	6	7-1	na
5	15	6	7-1	na

*The student-to-faculty ratio was determined by the USU Budget & Planning Office by taking the master's and doctoral level students & faculty from the last year TEAL department profile and adding the additional GRL candidates projected.

Section III: Need

Program Need

The GRL aids in addressing shortages of teachers in Science, Mathematics, and ESL in Utah and the United States. In December 2008, USU joined the Science and Math Teacher Imperative (SMTI) of the Association of Public Land-grant Universities (APLU). USU is among 106 other APLU institutions that have also made the commitment to focus attention on increasing the number and quality of mathematics and science teachers in the US.

The APLU SMTI Commitment

- Substantially increase the number and diversity of high quality mathematics and science teachers prepared by their institutions;
- Identify the need - both immediate and longer term - for science and math teachers in their states (and particular regions), working with appropriate state agencies and other universities;
- Build partnerships with other universities and community colleges, school systems, state government, and others to collectively address their state needs on a sustained basis.

Additionally, USU recognizes ESL as a high need credentialized subject area in Utah and throughout the United States, so this area was also included in the GRL.

The GRL is one mechanism that will allow USU to meet these needs by offering students, who have already obtained a bachelor's degree in their respective content area, a more enticing route to licensure. The only current routes available to these candidates are 1) a second bachelor's degree or 2) the Alternative Route to Licensure (ARL). The second bachelor's degree option requires two or more additional years of study for licensure. While the ARL is a feasible route for some candidates, it requires students to already have a position in a school before they enter the ARL, an option not available to all viable candidates holding a bachelor's degree. The GRL builds on the bachelor's subject course work that candidates bring with them, allowing for a more streamlined education that results in a master's degree and state teaching licensure. The GRL will entice candidates into critical-need teaching areas they may not have otherwise considered.

Labor Market Demand

Labor market demand for well-trained teachers in science, math and ESL is documented at the national and state level. Specific to Utah, the Teaching Index of Criticality for the Utah T.H. Bell Teaching Incentive Program (2009), an index used to measure teacher shortages statewide by surveying school superintendents, reported moderate to critical shortages for teachers of all science content areas, mathematics, and ESL.

Student Demand
Undergraduate advisors in TEAL and faculty advisors for the Elementary and Secondary Education Master's Plan C students consistently receive inquiries from students holding bachelor's degrees who are interested in an M.Ed. that can also lead to a teaching license in secondary education.

Similar Programs
The USU Land Grant Mission mandates that USU deliver degrees through Regional Campuses, whether through on-site or technologically delivered courses throughout the state. Nothing else currently exists for meeting statewide needs for the GRL.

Collaboration with and Impact on Other USHE Institutions
USU faculty who work in the Secondary Education Licensure Program and developed the GRL could not identify a similar route to licensure being offered statewide. Because similar routes to licensure could not be identified, no impact on other USHE institutions is expected. As with any route to licensure or degree program USU welcomes open communication, collaboration and articulation with colleagues and students from all sister USHE institutions.

Benefits
It is anticipated that the GRL will be highly appealing to those already in possession of bachelor's degrees. Additionally, the GRL will help meet the need for teachers statewide in the high need areas of science, mathematics, and ESL.

Consistency with Institutional Mission
The Board of Regents recognizes Utah State University as the Land Grant Institution in Utah, and the GRL serves the Land Grant mission by educating Utah's teachers.

Section IV: Program and Student Assessment

Program Assessment
The overarching goal of the Secondary Education Program and of the GRL as part of this program is to develop professional educators who can meet secondary students' diverse academic, social, and personal needs.

Measures used in the GRL assessment procedure to determine if the goal has been met include: 1) evaluations of teacher candidates by mentor teachers and university faculty at three different levels of the program; 2) oral and written exit surveys addressing program components completed by teacher candidates upon graduation; 3) monitoring of GPA (minimum allowed is overall 3.0) of teacher candidates; 4) passing score for teacher candidates on the Praxis exam; and 5) first year teacher competence survey completed by hiring principals and teacher graduates.

Expected Standards of Performance
The Secondary Education Program in the School of Teacher Education and Leadership subscribes to the Interstate New Teacher Assessment and Support Consortium Standards. The following table lists the Standards and program components that address those standards.

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards	Program Component
1. Content Pedagogy The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Lesson planning, unit planning, teaching methods/strategies of inquiry, cooperative learning, subject matter content/concepts, building on prior knowledge, constructivist pedagogy, teaching from multiple perspectives, making real-life connections, evaluating teaching resources and curriculum, Integrated and interdisciplinary curriculum
2. Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.	Learning theories, child development, zone of proximal development, assessment, group discussion
3. Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Learning styles/intelligences, provisions for exceptionality, second language acquisition, linguistic and cultural influences in learning, linguistic and cultural influences in curriculum, high expectations for all, conflict resolution, class meetings
4. Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	Cognitive learning processes, multiple learning tools and materials, responding to students, and adapting instruction
5. Motivation and Management The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	Foundations of education, sociology of the classroom, classroom management strategies, democratic classroom values, intrinsic motivation, purposeful lessons
6. Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Language development, role of language in learning, non-verbal communication techniques, verbal communication techniques, culturally responsive communication, responsive listening, media and technology, communication techniques
7. Planning The teacher plans social studies instruction based upon knowledge of subject matter,	Learning theories to plan instruction, long term planning, short term planning, team planning, learning objectives,

students, the community, and curriculum goals.	aligning objectives and goals with standards, teachable moments
8. Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Formative assessment, summative assessment, multiple means of assessment, interpretation of standardized assessment, using assessment to inform instruction
9. Reflective Practice: Professional Growth The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Reflective practice strategies, action research, professional literature, professional associations and conferences, professional development, licensure, collegiality, research on teaching
10. School and Community Involvement The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	School system structures, community resources, child protection and laws, student privacy, professional collaboration, advocacy for students, school improvement

Section V: Finance

Financial Analysis Form					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Students					
Projected FTE Enrollment	**6**	**10**	**10**	**15**	**15**
Cost Per FTE	no additional costs will be associated with the GRL				
Student/Faculty Ratio	**3:1**	**5:1**	**5:1**	**7:1**	**7:1**
Projected Headcount	**6**	**10**	**10**	**15**	**15**
Projected Tuition					
Gross Tuition	**28,621**	**50,087**	**52,591**	**82,831**	**86,973**
Tuition to Program	**0**	**0**	**0**	**0**	**0**
5 Year Budget Projection					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Expense					

Salaries & Wages	**N/A**				
Benefits					
Total Personnel	No additional costs will be incurred with the GRL.				
Current Expenses	All associated costs are already incurred within the				
Travel	existing programs.				
Capital					
Library Expenses					
Total Expenses	$	$	$	$	$
Revenue					
Legislative Appropriation	**N/A**				
Grants & Contracts					
Donations	No additional costs will be incurred with the GRL.				
Reallocation					
Tuition to Program	All associated costs are already incurred within the existing programs.				
Fees					
Total Revenue	$	$	$	$	$
Difference					
Revenue-Expense	**N/A**				

Budget Comments
There are no additional costs associated with the GRL. There is a change in the student-to-faculty ratio over time, but this change is not too dramatic. Additionally, the estimated gross tuition generated is $301,103 over the first five years.

Funding Sources
N/A (No additional costs associated with the GRL)

Reallocation
N/A (No additional costs associated with the GRL)

Impact on Existing Budgets
N/A (No additional costs associated with the GRL)

Appendix A: Program Curriculum

All Program Courses
The following are GRL Programs of Study for Science, Mathematics, and ESL:

Secondary Education Mathematics Graduate Route to Licensure (GRL)
Master of Education, Plan C Program of Study (40 credits)
Contact: Eric Rowley, Mathematics GRL Advisor
eric.rowley@usu.edu • (435) 678-8508

Applicant's Name	Student ID #	Email	Date
	A		

Address	Licensure Area (Bachelor Field)	Degree

Home/Cell Phone

Admission Criteria

Admission Criteria	Comments	Date Verified
Bachelor's Degree in Science or Engineering Discipline with 18 credits of Math classes at or above calculus		
Meet with Math Advisor for Review of Math Content Courses Needed for Licensure (with Level IV Math Endorsement)/Content Certification Plan Created		
Passed Praxis Exam (score of 138 or higher on the Mathematics Content Knowledge exam—Test Code 0061), Background, Speech-hearing check and Writing Exam (Contact Terri Gass 435-797-1443)		
Graduate School Admission – Graduate Record Examination (GRE), verbal (40th percentile) and quantitative (40th percentile) portions, OR Miller Analogies Exam, minimum score 40th percentile, Three favorable letters of recommendation, Transcripts of all colleges/universities attended. GPA of 3.0 (B) or higher during most recent 60 semester hours.	Do not take more than 12 non-matriculated credits before admission	

Courses Required for Licensure (29 Credit Hours)

State Required Pedagogy Courses	Credits	Date Completed	GRADE
TEAL 6340 Understanding/Supporting Adolescent Literacy Development (Fa)	3		
TEAL 6770 ESOL Instructional Strategies in The Content Areas (Su—Fa,Sp L)	3		
TEAL 6100 Motivation & Management in Inclusive Settings (Online) (Fa, Sp, Su)	3		
SPED 4000 Education of Exceptional Ind (Online Fa, Sp,	2		

Su)/(Broadcast Fa)			
Required Practicum Courses (Must be Taken in Sequence Listed)	**Credits**	**Date Completed**	**GRADE**
Math 6500 Graduate Methods of Secondary School Mathematic Teaching (Taken with Math 6300 Practicum in Mathematics/Statistics Instruction for Graduates Pursuing Secondary Teaching Licensure) (Fa, Sp)	3		
Math 6300 Practicum in Mathematics/Statistics Instruction for Graduates Pursuing Secondary Teaching Licensure (Fa, Sp)—under development	1		
TEAL 6270 *Introduction to Methods, Planning, Assessment, Technology (MPAT)* (includes Practicum experience) (Sp)	4		
TEAL 6210Student Teaching Semester (Includes Seminar/Portfolio Completion) (Fa, Sp)	10		

Additional Requirements to Complete M.Ed. in Secondary Education (11 Credit Hours)

CEHS Master's Program Required Courses	**Credits**	**Date Completed**	**GRADE**
TEAL 6410 Educational Foundations (Fa, Sp, Su)	2		
EDUC 6550 Research for Classroom Teachers or EDUC 6570 Introduction to Educational and Psychological Research (Fa, Sp, Su)	3		
TEAL 6710 Diversity in Education (Fa, Sp, Su)	3		
TEAL 6010 Critical Issues in Secondary Education (Sp)	3		

Department of Secondary Education
Important Master's Degree Policies

- Six (6) transfer credits are normally allowed, but up to 12 may be allowed with prior approval. A maximum of 8 workshop credits are allowed Courses with ELED/SCED/TEAL 5000 numbers are only allowed with prior approval of the committee.
- Course substitutions require *prior approval* of advisor, and signed approvals should be kept on file; program changes are submitted to the Graduate Dean for approval.
- **Notify your advisor at the beginning of the semester you plan to complete to schedule your Culminating Interview.** Upon successful completion of the Culminating Interview, your advisor will then submit your Program of Study and Letter of Completion to School of Graduate Studies.
- Students may meet the "Continuous Graduate Registration" requirement by paying a $100/semester fee. (Continuous Graduate Registration requirement may be met by attending 2 consecutive semesters in any given year.)
- The M.Ed. degree should be completed within 6 years from the date of matriculation. Courses beyond the 8-year limit must be retaken. Course revalidation plans require written approval of the Dean for the School of Graduate Studies.

PROGRAM OF STUDY FOR MASTER OF EDUCATION DEGREE IN SECONDARY EDUCATION

Name of Candidate: _____

Permanent Address: _____

_____ Phone:_____

I hereby request approval of my Program of Study for the Master of Education (Plan C) Degree in Secondary Education.

Date _____

_____

(Signature of Candidate)

PROGRAM OF STUDY APPROVED

Date _____

_____

(Advisor)

Date

_____

(Head, Department of Secondary Education)

Date

_____

(Dean, School of Graduate Studies)

Secondary Education Science Graduate Route to Licensure (GRL)
Master of Education, Plan C Program of Study (40 credits)
Contact: Todd Campbell Secondary Science Education Faculty & Science GRL Advisor
todd.campbell@usu.edu • (435) 797-7038

Applicant's Name	**Student ID #**	**Email**	**Date**
	A		

Address	**Licensure Area (Bachelor Field)**	**Degree**

Home/Cell Phone

Admission Criteria

Admission Criteria	Comments	Date Verified
Bachelor's Degree in Science Discipline		
Meet with Science Advisor for Review of Science Content Courses Needed for Licensure/Content Certification Plan Created		
Passed Praxis Exam (Contact Todd Campbell to identify Praxis needed for your Science Content Area 435-797-7038 todd.campbell@usu.edu)-Background, Speech-hearing check and Writing Sample (Contact Terri Gass 435-797-1443)		
Graduate School Admission – Graduate Record Examination (GRE), verbal (40th percentile) and quantitative (40th percentile) portions, OR Miller Analogies Exam, minimum score 40th percentile, Three favorable letters of recommendation, Transcripts of all colleges/universities attended. GPA of 3.0 (B) or higher during most recent 60 semester hours.	Do not take more than 12 non-matriculated credits before admission	

Courses Required for Licensure (29 Credit Hours)

State Required Pedagogy Courses	Credits	Date Completed	GRADE
TEAL 6340 Understanding/Supporting Adolescent Literacy Development (Fa)	3		
TEAL 6770 ESOL Instructional Strategies in The Content Areas (Su&Fa—Sp-L)	3		
TEAL 6100 Motivation & Management in Inclusive Settings (Online) (Fa, Sp, Su)	3		
SPED 4000 Education of Exceptional Ind (Online Fa, Sp, Su)/(Broadcast Fa)	2		
Required Practicum Courses (Must be Taken in Sequence Listed)	**Credits**	**Date Completed**	**GRADE**

TEAL 5820 Graduate Science Teaching Methods Course (Taken with TEAL 6720 Practicum Improvement in Instruction/Seminar) (Fa)	3		
TEAL 6720 Practicum in Science Instruction (Taken with SCED 5820) (Fa)	1		
TEAL 6900 *Introduction to Methods, Planning, Assessment, Technology (MPAT)*/Graduate Science Methods II (includes Practicum experience) (Sp)	4		
TEAL 6210 Student Teaching Semester (Includes Seminar/Portfolio Completion) (Fa, Sp)	10		

Additional Requirements to Complete M.Ed. in Secondary Education (11 Credit Hours)

CEHS Master's Program Required Courses	Credits	Date Completed	GRADE
TEAL 6410 Educational Foundations (Fa, Sp, Su)	2		
EDUC 6550 Research for Classroom Teachers or EDUC 6570 Introduction to Educational and Psychological Research (Fa, Sp, Su)	3		
TEAL 6710 Diversity in Education (Fa, Sp, Su)	3		
TEAL 6010 Critical Issues in Secondary Education (Sp)	3		

Department of Secondary Education
Important Master's Degree Policies

- Six (6) transfer credits are normally allowed, but up to 12 may be allowed with prior approval. A maximum of 8 workshop credits are allowed Courses with ELED/SCED/TEAL 5000 numbers are only allowed with prior approval of the committee.
- Course substitutions require *prior approval* of advisor, and signed approvals should be kept on file; program changes are submitted to the Graduate Dean for approval.
- **Notify your advisor at the beginning of the semester you plan to complete to schedule your Culminating Interview.** Upon successful completion of the Culminating Interview, your advisor will then submit your Program of Study and Letter of Completion to School of Graduate Studies.
- Students may meet the "Continuous Graduate Registration" requirement by paying a $100/semester fee. (Continuous Graduate Registration requirement may be met by attending 2 consecutive semesters in any given year.)
- The M.Ed. degree should be completed within 6 years from the date of matriculation. Courses beyond the 8-year limit must be retaken. Course revalidation plans require written approval of the Dean for the School of Graduate Studies.

PROGRAM OF STUDY FOR MASTER OF EDUCATION DEGREE IN SECONDARY EDUCATION

Name of Candidate: _____

Permanent Address: _____

_____ Phone: _____

I hereby request approval of my Program of Study for the Master of Education (Plan C) Degree in Secondary Education.

Date _____

_____

(Signature of Candidate)

PROGRAM OF STUDY APPROVED

Date _____

_____

(Advisor)

Date

_____

(Head, Department of Secondary Education)

Date

_____

(Dean, School of Graduate Studies)

SCHOOL OF TEACHER EDUCATION & LEADERSHIP
2805 OLD MAIN HILL
LOGAN, UT 84322-2805
HTTP://TEAL.USU.EDU/

Graduate Route to Licensure (GRL)
Secondary Education English as a Second Language (ESL)
Master of Education, Plan C Program of Study (49 credits)
For More Information, Contact: Todd Campbell, Master's Program Advisor
todd.campbell@usu.edu • (435) 797-7038

Applicant's Name	**Student ID #**	**Email**	**Date**
	A		

Address	**Licensure Area (Bachelor Field)**	**Degree**

Home/Cell Phone

Admission Criteria

• Bachelor's Degree in Licensurable Subject Area (see final page of document) • Candidates **must** identify and work with appropriate Licensurable subject area department to ensure all requirements are met for teaching licensure, including the Praxis exam if applicable (see final page of document). • Graduate School Admission, including: o Graduate Record Examination (GRE), minimum score 40th percentile on verbal and quantitative portions, **OR** Miller Analogies Test (MAT)*	• Three favorable letters of recommendation • Transcripts of all colleges/universities attended • GPA of 3.0 (B) or higher during most recent 60 semester hours • Writing sample • Criminal background check for student teaching**
Date verified:	

Courses Required for Licensure (41 Credit Hours)

State Required General Pedagogy Courses	Credits	Date Completed	GRADE
TEAL 6340 Understanding/Supporting Adolescent Literacy Development (Fa)	3		
TEAL 6100 Motivation & Management in Inclusive Settings (Online) (Fa, Sp, Su)	3		
SPED 4000 Education of Exceptional Ind (Online Fa, Sp, Su)/(Broadcast Fa)	2		

Required ESL Emphasis Courses	Credits	Date Completed	GRADE
TEAL 6760 Foundations of Bilingual/ESL Education (Fa, Sp) /(Broadcast Fa)	3		
TEAL 6710 Diversity in Education (Fa, Sp, Su) /(Broadcast Fa)	3		
TEAL 6730 Educational Linguistics (Fa, Sp) /(Broadcast Fa)	3		
LING 4400 Teaching Modern Languages (Fa, Sp) /(Broadcast Sp)	3		
TEAL 6000 Clinical Practicum Experience for ESL	1		
TEAL 6780 Assessment of Language Learners (Fa, Sp) /(Broadcast Sp)***	3		
TEAL 6770 ESOL Instructional Strategies in the Content Areas (Fa, Sp, Su)/ (Broadcast Su)***	3		
Required Practicum Courses	**Credits**	**Date Completed**	**GRADE**
TEAL ____ Methods Class in Licensurable Teaching Subject Area (Taken with TEAL ____ below)	3		
TEAL ____ Clinical Practicum Experience for Major (Taken with TEAL _____ above)	1		
TEAL 6210 Graduate Student Teaching (Fa, Sp)	10		

Additional Requirements to Complete M.Ed. in Secondary Education (8 Credit Hours)

CEHS Master's Program Required Courses	Credits	Date Completed	GRADE
TEAL 6410 Educational Foundations (Fa, Sp, Su)	2		
EDUC 6550 Research for Classroom Teachers or EDUC 6570 Introduction to Educational and Psychological Research (Fa, Sp, Su)	3		
TEAL 6010 Critical Issues in Secondary Education (Sp)	3		

*The School of Teacher Education & Leadership (TEAL) examines all supporting evidence holistically, without giving predominant weight to one artifact. We also strongly value diverse backgrounds and experiences. If you are unsure of your qualifications, please contact Dr. Sherry Marx (435) 797-2227.

**See the Field Placement Office for more information on student teaching requirements: http://teal.usu.edu/htm/ofe/sefe

***This course meets the requirements of TEAL 6900 *Introduction to Methods, Planning, Assessment, Technology (MPAT)*

Department of Secondary Education
Important Master's Degree Policies

- Six (6) transfer credits are normally allowed, but **up to 12 credits (but no more than 12) may be allowed with prior approval.** A maximum of 8 workshop credits are allowed. Courses with ELED/SCED/TEAL 5000 numbers are only allowed with prior approval of the committee.
- Course substitutions require *prior approval* of advisor, and signed approvals should be kept on file; program changes are submitted to the Graduate Dean for approval.
- You must plan ahead for student teaching, making sure all requirements are complete the semester before you begin. See http://teal.usu.edu/htm/ofe/sefe for complete information.

- **Notify your advisor at the beginning of the semester you plan to complete to schedule your Culminating Interview.** Upon successful completion of the Culminating Interview, your advisor will then submit your Program of Study and Letter of Completion to School of Graduate Studies.
- Students may meet the "Continuous Graduate Registration" requirement by paying a $100/semester fee. (Continuous Graduate Registration requirement may be met by attending 2 consecutive semesters in any given year.)
- The M.Ed. degree should be completed within 6 years from the date of matriculation. Courses beyond the 8-year limit must be retaken. Course revalidation plans require written approval of the Dean for the School of Graduate Studies.

PROGRAM OF STUDY FOR MASTER OF EDUCATION DEGREE IN SECONDARY EDUCATION

Name of Candidate: _____

Permanent Address: _____

_____ Phone: _____

I hereby request approval of my Program of Study for the Master of Education (Plan C) Degree in Secondary Education.

Date _____

_____

(Signature of Candidate)

PROGRAM OF STUDY APPROVED

Date _____

_____

(Advisor)

Date

_____

(Head, Department of Secondary Education)

Date

_____

(Dean, School of Graduate Studies

Licensurable Undergraduate Major Areas

Please contact appropriate Department Advisor to evaluate your undergraduate program of study, determine additional coursework, etc. ESL GRL candidates **must** hold a licensurable undergraduate major and completed Bachelor's degree.

*Students with Math or Science backgrounds should consider the Math or Science GRL.

*Please realize that Department Advisors change periodically. If the person you reach is no longer the advisor, please investigate further.

***Department**	**Advisor**	**Phone** 435-797-	**Email**
Agricultural Systems Technology & Education	Brian Warnick	0378	brain.warnick@usu.edu
Art	Dennise Gackstetter	1542	dennisekg@gmail.com
Biological Science	Richard Mueller	2479	Richard.mueller@usu.edu
Chemistry	Geri Child	0544	geri.child@usu.edu
Engineering, Technology & Education	Isobel Roskelly	2705	isobel.roskelley@usu.edu
English	Daniel Mathews	3883	daniel.mathews@usu.edu
Family Consumer Science Education	Luella Oaks	1565	luella.oaks@usu.edu
Geography	Ted Aslop	1371	ted.aslop@usu.edu
Health, Physical Education and Recreation	Mary Lou Reynolds	1278	marylou.reynolds@usu.edu
History	Call History Dept to meet with Advisor	1290	
Instructional Technology (School Library Media)	Sheri Haderlie	7003	sheri.haderlie@usu.edu
Languages & Philosophy	Suzann Winn	1211	suzann.winn@usu.edu
Math	Linda Skabelund	0268	Linda.skabelund@usu.edu
Music	Tom Rohrer	3004	thomas.rohrer@usu.edu
Political Science	Roberta Herzberg	1307	bobbi.herzberg@usu.edu
Psychology	Tressa Haderlie	0097	tressa.haderlie@usu.edu
Sociology	Helen E. (Eddy) Berry	1245	eddy.berry@usu.edu
Social Studies	Shelly Wiegand	0383	shelly.wiegand@usu.edu
Physical Science & Physics	Karalee Ransom	4021	Karalee.ransom@usu.edu
Special Education & Rehabilitation	Darcie Peterson	3252	darcie.peterson@usu.edu
Theatre Arts	Colin Johnson	3047	colin.johnson@usu.edu

Teacher Education and Leadership website: http://teal.usu.edu/

New Courses to be Added in the Next Five Years

TEAL 6210	*Graduate Student Teaching*	*6-10*

Appendix B: Program Schedule

Course Number/Title	Credit hours
Fall _____	
TEAL 5820 Graduate Science Teaching Methods Course	3
TEAL 6720 Practicum in Science Instruction	1
TEAL 6100 Motivation & Management in Inclusive Settings	3
TEAL 6410 Educational Foundations	2
SPED 4000 Education of Exceptional Ind	2
Spring _____	
TEAL 6900 Introduction to Methods, Planning, Assessment, Technology (MPAT)/Graduate Science Methods II (includes Practicum experience)	4
TEAL 6710 Diversity in Education	3
TEAL 6340 Understanding/Supporting Adolescent Literacy	3
Summer _____	
TEAL 6010 Critical Issues in Secondary Education	3
EDUC 6550 Research for Classroom Teachers or EDUC 6570 Introduction to Educational and Psychological Research	3
TEAL 6770 ESOL Instructional Strategies in The Content Areas	3
Fall _____	
TEAL 6210 Graduate Student Teaching	10

GRL Science POS used as an example for outlining a tentative semester-by-semester schedule

Appendix C: Faculty

Todd Campbell – Assistant Professor, Science Education
Ph.D., Curriculum and Instruction/Science Education – University of Iowa 2004
Kay Camperell – Professor, Reading, Adolescent Literacy
Ph.D., Curriculum and Instruction – University of Wisconsin-Madison 1980
George Hruby – Assistant Professor, Adolescent Literacy
Ph.D., Reading Education, University of Georgia-Athens 2002
Barry Franklin – Professor, Curriculum History/Policy/Theory
Ph.D., Curriculum and Instruction – University of Wisconsin-Madison 1974
Sherry Marx – Assistant Professor, ESL/Multicultural Education/Qualitative Methods
Ph.D., Curriculum and Instruction/ESL Education & Multicultural Education – University of Texas–Austin 2001
Patricio Ortiz – Assistant Professor, ESL/Multicultural Education
Ph.D., Curriculum and Instruction/Cultural Studies in Education – University of Texas-Austin 2007

UTAH SYSTEM OF HIGHER EDUCATION
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60 South 400 West
Salt Lake City, Utah 84101-1284

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June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Master of Taxation – Action Item

Issue

Weber State University requests approval to offer the Master of Taxation Degree, effective Fall Semester 2010. This proposal has completed all stages of the campus review process and was approved by the Weber State University Board of Trustees on December 8, 2009.

Background

The School of Accountancy seeks to offer a Master of Taxation (MTax) Degree as part of a restructuring of its Master of Accounting (MAcc) program. The current MAcc program consists of two distinct "tracks" (areas of emphasis) – the "Professional Accounting Track" and the "Tax Track." The proposal is to elevate the Tax Track to a stand-alone degree rather than maintain it as a "track" within the MAcc. The MAcc would also be a stand-alone degree and would no longer have any "tracks." The coursework available through the existing Tax Track, and the tax expertise that currently exists in the department, is such that the proposed creation of a stand-alone degree is an administrative, structural change requiring no new courses or state resources. Currently, 41 students are in the Tax Track program.

The School of Accountancy has ten tenured and tenure-track faculty members, all with doctoral degrees. Two faculty members have expertise directly in taxation while the other faculty members have expertise in other accounting courses students will take as part of the MTax program.

Market demand for accountants remains comparatively strong despite the current national and regional economic situation. Given continuing increased regulation of securities, banking, and multinational firms, accountants are still in demand to help business comply with these laws. Tax is a major branch of accounting. The Internal Revenue Code grows increasingly complex each year and professionals with tax consulting and compliance skills continue to be in demand. The IRS is proposing to Congress and the Treasury Department to increase tax return preparer regulations to elevate standards of

competence, professionalism and ethics. This will increase demand for students who already possess the technical knowledge, professionalism and ethics. Further, the IRS is a major employer in Ogden and WSU is uniquely positioned to produce graduates who are qualified for higher-level IRS positions.

Policy Issues

The University of Utah questioned the availability of jobs and accreditation requirements for JD and Ph.D. faculty. Weber State University addressed the issues. Hiring patterns will be reviewed during the three-year report subsequent to approval of this proposal. No other issues were raised.

Recommendation

The Commissioner recommends the Regents approve Weber State University's request for a Master of Taxation Degree, effective Fall 2010.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Master of Taxation

Weber State University

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

June 16, 2010

Section I: The Request

Weber State University requests approval to offer the Master of Taxation degree effective Fall Semester 2010. This proposal has completed all stages of the campus review process and was approved by the Weber State University Board of Trustees on December 8, 2009.

Section II: Program Description

Complete Program Description

The School of Accountancy seeks to offer a Master of Taxation (MTax) degree as part of a restructuring of its Master of Accounting (MAcc) program. The current MAcc program consists of two distinct "tracks" (areas of emphasis) – the "Professional Accounting Track" and the "Tax Track." The proposal is to elevate the Tax Track to a stand-alone degree rather than maintain it as a "track" within the MAcc. The MAcc also would be a stand-alone degree and would no longer have any "tracks." The coursework available through the existing tax specialization, and the tax expertise that currently exists in the Department, is such that the proposed creation of a stand-alone degree is an administrative, structural change requiring no new courses or state resources. The proposed MTax degree provides the opportunity for its graduates to be more focused on the needs of the tax accounting industry including government opportunities at the IRS and Utah State Tax Commission. Over time, new courses will be proposed and developed as tax law changes may necessitate.

Grade Requirements: A Master of Taxation student must complete all MTax program courses, including electives, with a grade of "C" or higher. In addition, the overall program GPA must be 3.0 or higher.

Credit Hour Requirements: The program requires a minimum of 30 semester hours beyond a bachelor's degree in accounting.

The MTax Program Director must approve each MTax student's plan of study which will show all courses that the student plans to take. A plan of study must be filed when a student is accepted into the program, when the student wishes to make changes, and each year the student remains in the program.

Purpose of Degree

The tax laws are vast, complex, and dynamic. Basic tax courses at the undergraduate level do not provide sufficient breadth or depth of coverage for future CPAs and tax consultants. Consequently, instruction at the graduate level is necessary. Tax law is a major branch of accounting. The Master of Taxation degree gives more recognition to a graduate as a tax specialist than does a "tax track" designation within the Master of Accounting degree. The program is designed to provide students with the highly technical and demanding skills necessary to be effective tax and business consultants. Students also will acquire important tools necessary for effective research and communication in taxation. Other universities offer this degree as well, including Arizona State University, University of

Denver, University of Southern California, University of Alabama, and University of Illinois, among others.

The AACSB (the accrediting body for the School of Accountancy) indicates in its accreditation standards that a person with a graduate degree in taxation is "academically qualified" to teach taxation. This standard may open up doors for MTax graduates if they desire to teach at various colleges and universities at some point in their careers. This will help alleviate the extreme shortage of academically qualified professors to teach taxation. The State of Utah currently has no other AACSB-accredited MTax programs.

Weber State is located in an area close to IRS offices. The MTax degree would offer students and IRS employees the opportunity to obtain the necessary education for advancement opportunities. Of course, many area accounting firms also have a continuing need for tax specialists each year.

Institutional Readiness
The administrative structure as it currently exists within the School of Accountancy will be sufficient for the new program. Proposed changes will not impact undergraduate education.

Faculty
No additional faculty needs are anticipated during the first five years. Strong enrollment growth beyond current levels, however, may necessitate adding additional faculty. Current faculty members are presently teaching the classes as part of the Tax Track in the Master of Accounting program. The courses primarily are taught by two full-time, tenure track faculty with Juris Doctor (JD) degrees and Master of Laws (LL.M.) degrees in taxation from top tax law schools in the country (New York University and Georgetown University). As the need arises, perhaps a course or two may be taught by professionals in the community with expertise in a particular area of taxation. The current faculty maintains its readiness by constantly staying abreast of changes in the tax law.

Staff
No additional staff is needed beyond what is currently in place.

Library and Information Resources
The University currently has sufficient library resources to offer the program. These resources consist of electronic tax research databases.

Admission Requirements
A four year Bachelor's degree in Accounting or a four year Bachelor's degree in another major as well as completion of Leveling Courses.

- An acceptable GMAT score. (Average MAcc applicant score currently: 559)
- Acceptable Grade Point Average (on a 4 point scale) in each of the following three areas:
    a. Overall GPA (Average MAcc applicant GPA currently: 3.38)
    b. The last 60 credit hours of undergraduate work
    c. Accounting course work only

Student Advisement
For questions concerning academic advisement, the primary source of contact will be the Master of Taxation program director. For issues regarding registration and scheduling, students will contact the School of Accountancy department secretary. Career services will be offered through the Goddard School of Business and Economics.

Justification for Graduation Standards and Number of Credits
The Master of Taxation will require 30 credit hours, which is consistent with WSU's current MAcc degree program. The 30-hour requirement meets AACSB accreditation standards as well as the education requirements to sit for the CPA exam in Utah.

External Review and Accreditation
External input has been provided by the School of Accountancy Advisory Council, which is made up of accounting professionals in Northern Utah. Recently the School of Accountancy Advisory Council unanimously recommended that the tax track be elevated to the Master of Taxation degree. The program is virtually already in place in the form of the Tax Track within the MAcc program. The Goddard School of Business & Economics and the School of Accountancy are accredited by the AACSB. It is anticipated that the Master of Taxation will be reviewed and receive accreditation as part of the accreditation of the Goddard School of Business & Economics and the School of Accountancy.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	40	2 *	20:1	**
2	40	2	20:1	
3	42	2	21:1	
4	42	2	21:1	
5	45	2	22.5:1	

* Two full-time, tenure-track faculty will teach the five required core tax courses. Other elective tax courses will be taught by the two full-time faculty and professionally qualified individuals from the community on an as-needed basis (one or two courses per year). Students may also take up to four courses outside the MTax program, two of which must be MAcc courses. Up to two courses may be approved MBA courses.

** At least 60% of student credit hours must be taught by professors that are "academically qualified." At least 90% of student credit hours must be taught by professors that are either "academically qualified" or "professionally qualified." The MTax program will not have difficulty meeting these standards.

Expansion of Existing Program

	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Continuing Macc Students	21	23	27	21	25
Newly Admitted Students	**40**	**35**	**22**	**60**	**56**
Professional Track	24	13	15	32	22

Tax Track	16	12	7	28	34
Total Students	**61**	**58**	**49**	**81**	**81**
Professional Track	39	34	31	43	40
Tax Track	22	24	18	38	41

Section III: Need

Program Need

The tax courses in the MAcc program have been developed over the past several years and currently exist as part of the Tax Track. The accounting profession is becoming more and more specialized as tax laws and accounting standards change and become more complex. A Máster of Taxation degree will help students establish recognition for their specialty and qualify them for the private and public sector demand for individuals with knowledge of complex tax rules and regulations. As can be seen in the Expansion of Existing Program table above, the enrollment in the Tax Track has nearly doubled since Fall 2005.

Labor Market Demand

Market demand for accountants remains comparatively strong despite the current down economy. In fact, accounting is one of the most in-demand majors for graduates. Tax, of course, is a major branch of accounting. In a recent article on the Careers-in-Accounting website (careers-in-accounting.com), it states:

"The future of accounting is bright according to the Bureau of Labor Statistics which projects a 16% increase in job openings by the year 2016. Much of this reflects the increasing complexity of corporate transactions, the introduction of Sarbanes-Oxley requirements after the Enron scandal and growth in government. *Demand is especially high in the tax and health care areas.*" (Emphasis added)

An October 2008 article by Suzanna de Baca on the JobsintheMoney website states:

"The demand for corporate accounting exists but the supply of qualified candidates with distinct skill sets is limited.....According to the Salary Guide [from Robert Half International], among the positions most in demand in corporate accounting are tax accountants, financial analysts, cost accountants, and directors of financial reporting. These specific needs are largely driven by the slumping economy as well as tax, and regulatory changes."

Finally, another October 2008 news article, from www.cpa2biz.com website, indicates the following:

"Based on starting salary increases and demand patterns, the following are some of the most sought-after professionals on the corporate accounting front:

Tax accountants are seeing rising salaries, thanks to new tax regulations and increased attention by businesses to potential tax-derived cost savings. According to the Salary Guide, managerial-level tax accountants at large companies ($250 million and above) can expect average starting salary increases of 4.9 percent to a range of $76,500 to $100,750, while senior-level accountants can expect a 4.7 percent average increase, with base compensation ranging from $61,000 to $77,500."

In June 2009, the IRS announced an initiative to improve tax return preparer compliance. The IRS Commissioner further stated that he will submit a comprehensive set of recommendations to the Treasury Secretary and the President by the end of 2009. This increased regulation will likely impose greater education requirements and registration requirements for tax return preparers who are not already CPAs, lawyers, or enrolled agents. These tougher regulations will increase demand for students graduating with the requisite tax knowledge and skills to be effective tax consultants and return preparers.

The WSU School of Accountancy's own statistics show that of 26 MAcc graduates in 2008, 24 reported being employed upon graduation. The other two were listed as "unknown," which may be simply that the two students failed to respond to the survey. This shows that despite a downturn in the economy, students with accounting and tax skills are still in demand.

Student Demand

The MAcc (Tax Track) program currently has 41 students. Of those, a significant number would choose a Master of Taxation if it were offered. In a December 2008 survey of WSU MAcc students, of 33 Tax Track students surveyed 26 would choose a Master of Taxation degree over a Master of Accounting degree if WSU offered a Master of Taxation degree.

As evidenced by these numbers, sufficient demand is already in place for a Master of Taxation program. Enrollment is expected to grow even further as the existence of the program is made known and relationships are made with various employers and other stakeholders. The program also has other future opportunities such as establishing a certificate program that would be appealing to government workers such as IRS employees. Also, given the relatively few MTax programs in the Intermountain Region and other affordable MTax programs in the western United States, WSU will be attractive to potential students from out-of-state.

Similar Programs

No other accredited Master of Taxation programs exist in Utah. The University of Denver and Arizona State University are the only other schools offering this degree in neighboring states. There are some online and distance learning master's programs in taxation (not AACSB accredited) in Utah and nationwide.

Collaboration with and Impact on Other USHE Institutions

No collaboration with other USHE institutions has occurred since no other USHE institution offers an MTax program. The program should have little to no impact on other USHE institutions.

Benefits

The proposed MTax program would allow Utah residents who would otherwise go out-of-state to obtain a Master of Taxation degree to stay in Utah. Moreover, out-of-state residents may find WSU's MTax program attractive given the high quality and relatively low cost compared to other Master of Taxation programs.

Consistency with Institutional Mission

The Master of Taxation degree is consistent both with Weber State University's mission and the mission of the Goddard School of Business & Economics. The University's mission, in part, is to offer "associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields." Moreover, the mission of the Goddard School of Business & Economics is to provide "a quality education for career-oriented students. Degree programs are founded upon: the synthesis of theory across disciplines, and the application of theory to practice, and the enhancement of professional skills."

The Master of Taxation offering at Weber State University will increase the quantity and quality of students prepared to enter the professional world who are competent and proficient in the technical and complex area of taxation. Recent government studies have shown a significant percentage of tax returns have been prepared incorrectly. Moreover, tax consulting errors are increasingly common as the Internal Revenue Code and related tax regulations and court cases become more and more complex and dynamic. In fact, proposals are underway within the Treasury Department and Congress to increase regulation of tax return preparers to ensure a higher minimum level of competency. This may spur even more demand for education in taxation. Master of Taxation graduates will be much better equipped to handle sophisticated tax consulting and tax return preparation situations than professionals that lack such specialization.

Section IV: Program and Student Assessment

Program Assessment

The goals for the program would be for students to demonstrate a strong understanding of the tax law and ability to apply the law to factual situations frequently encountered in the business world. Moreover, students should understand the practice of taxation, procedures involved in working with government agencies such as the IRS, ethical standards, and certain policies underlying the tax laws. Assessment procedures would be exams, projects, letters and memoranda to hypothetical clients and supervisors, and the preparation of tax returns. Students graduating with a Master of Taxation degree from Weber State University should be able to contribute meaningfully for their employers early in their careers.

Expected Standards of Performance

Similar to the paragraph above, students should be competent at understanding the tax laws and preparing individual, corporate and partnership tax returns. Moreover, the students should be familiar with the organization of the Internal Revenue Code and related IRS promulgations and competent at researching those documents. Students should understand the tax laws applicable to a wide variety of tax areas, but individual taxation, corporate taxation, and partnership taxation in particular. Students must maintain a 3.0 grade point average to graduate from the program. These standards are already well established within the current MAcc program.

Section V: Finance

Budget

Financial Analysis Form					
Students	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Projected FTE Enrollment	26.67	26.67	28.00	28.00	30.00
Cost Per FTE	$ 4,638.28	$ 4,638.28	$ 4,497.86	$ 4,578.19	$ 4,315.04
Student/Faculty Ratio	20.00	20.00	21.00	21.00	22.50
Projected Headcount	40	40	42	42	45
Projected Tuition	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Gross Tuition	$ 395,134.52	$ 395,134.52	$ 395,134.52	$ 395,134.52	$ 395,134.52
Tuition to Program	$ 49,481.18	$ 49,481.18	$ 49,975.99	$ 50,475.75	$ 50,980.51
5 Year Budget Projection					
Expense	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Salaries & Wages	$ 85,442.56	$ 85,442.56	$ 86,296.99	$ 87,159.96	$ 88,031.56
Benefits	$ 36,841.47	$ 36,841.47	$ 37,209.88	$ 37,581.98	$ 37,957.80
Total Personnel	$ 122,284.03	$ 122,284.03	$ 123,506.87	$ 124,741.94	$ 125,989.36
Current Expense	$ 1,330.98	$ 1,327.98	$ 1,344.29	$ 1,357.73	$ 1,371.31
Travel	$ 87.93	$ 90.93	$ 88.81	$ 89.70	$ 90.60
Capital					
Library Expense	$ -	$ -	$ 1,000.00	$ 2,000.00	$ 2,000.00
Total Expense	$ 123,702.94	$ 123,702.94	$ 125,939.97	$ 128,189.37	$ 129,451.27
Revenue	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation	$ 74,221.76	$ 74,221.76	$ 75,963.98	$ 77,713.62	$ 78,470.76
Tuition to Program	$ 49,481.18	$ 49,481.18	$ 49,975.99	$ 50,475.75	$ 50,980.51
Fees	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 123,702.94	$ 123,702.94	$ 125,939.97	$ 128,189.37	$ 129,451.27
Difference					
Revenue-Expense	$ -	$ -	$ -	$ -	$ -

Funding Sources
The MTax program would be funded by graduate level tuition and funds currently budgeted for the MAcc program within the School of Accountancy.

Reallocation
Currently the funds budgeted for the MAcc program are used to operate the two separate tracks (Tax Track and Professional Accounting Track). The same funds would be separated and allocated between the MAcc degree program and the MTax degree program.

Impact on Existing Budgets
The proposal will not impact existing budgets.

Appendix A: Program Curriculum

All Program Courses

Required Courses–15 Credits

- MTAX 6400 Tax Research & Communication (3)
- MTAX 6425 Tax Practice, Procedure & Ethics (3)
- MTAX 6430 Advanced Individual Taxation (3)
- MTAX 6460 Advanced Corporate Taxation (3)
- MTAX 6470 Advanced Partnership Taxation (3)

At least one of the following–3 Credits

- MTAX 6410 International Taxation (3)
- MTAX 6440 Exempt Entities and State & Local Taxation (3)
- MTAX 6450 Real Estate Taxation (3)
- MTAX 6480 Retirement Planning and Employee Benefits (3)
- MTAX 6490 Mergers, Acquisitions and Consolidations (3)

In addition to meeting the requirements set forth above, MTax students are required to complete 12 credit hours of electives. At least two of the elective courses must be selected from MACC courses (totaling at least 6 credit hours). Electives may include a maximum of 3 hours of non-MTAX and non-MACC courses selected from approved 5000 or higher-numbered courses which were not taken in the student's undergraduate program. Certain MBA courses approved by the MTax program director may also be used.

New Courses to be added in the Next Five Years

All courses presently exist and are being offered each year, and no additional courses are anticipated unless changes in tax law require them.

Appendix B: Program Schedule

Fall:	MTax	6400	Tax Research & Communication*
	MTax	6430	Advanced Individual Taxation*
	MTax	6470	Advanced Partnership Taxation*
	MTax	6480	Retirement Planning & Employee Benefits
Spring:	MTax	6410	International Taxation
	MTax	6425	Tax Practice, Procedure & Ethics*
	MTax	6450	Real Estate Taxation
	MTax	6460	Advanced Corporate Taxation*
Summer:	MTax	6440	Exempt Entities and State & Local Taxation
	MTax	6490	Mergers, Acquisitions & Consolidations

* = Required course

Appendix C: Faculty

Full Professors:

Jefferson Davis -	Ph.D., University of Tennessee-Knoxville, 1993
Ronald Mano -	Ph.D., University of Nebraska-Lincoln, 1978
Richard McDermott -	Ph.D., Oklahoma State University, 1984
James Swearingen -	Ph.D., University of Washington, 1982

Associate Professors:

Larry Deppe -	Ph.D., University of Utah, 1988
Matthew Mouritsen	Ph.D., Utah State University, 1997

Assistant Professors:

Ryan Pace –	Master of Laws (Taxation), New York University School of Law, 1999 Juris Doctor, Washburn University School of Law, 1998 Master of Taxation, Arizona State University School of Accountancy, 1995
Eric Smith –	Master of Laws (Taxation), Georgetown University Law Center, 2009 Juris Doctor, University of Kentucky School of Law, 2008

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June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University—Bachelors of Science Degree in Electronics Engineering–Action Item.

Issue

Weber State University (WSU) requests approval to offer a Bachelors of Science Degree in Electronics Engineering, effective Fall Semester 2010. This proposal was approved by the Weber State University Board of Trustees in their June 2009 meeting.

Background

The College of Applied Science and Technology (COAST) at Weber State University (WSU) seeks to offer a new Bachelors of Science (BS) Degree program in Electronics Engineering. This new BS program will require a minimum of 61 credit hours beyond the Associate of Pre-Engineering Degree and will comply with all requirements for ABET accreditation under the EAC guidelines. The plan is to seek accreditation as soon as there are graduates from the program. The Electronics Engineering degree is designed to prepare graduates to work in an industry or on a master's degree program in electrical engineering. The new degree program will provide baccalaureate students with the opportunity to receive a comprehensive degree in Electronics Engineering, designed to fill the existing and growing needs of the aerospace sector, including the needs of Hill Air Force Base and the new companies that will be part of the Falcon Hill development. This new degree will also enhance the depth and breadth of the College's undergraduate programs while meeting the growing demands of the current student body.

The WSU Electronics Engineering Degree will be an applied, experience-based program that will prepare students to work in industries, which make extensive use of engineers and are at the heart of Utah's economy. Graduates will be engineers who are sought after by industry because of their broad range of engineering and technical knowledge.

Policy Issues

The Program Review Committee requested an outside consultant review the proposal being made by Weber State University. Dr. Theodore A. Bickart, President Emeritus of the Colorado School of Mines, former Dean of Engineering at Michigan State University, and former Dean of Engineering at Syracuse University, reviewed the proposal and offered several helpful suggestions. Officials at Weber State University received input and rewrote the proposal.

Committee's Recommendation

Pursuant to Senate Bill 52, the Program Review Committee recommends the Regents approve the Bachelors of Science Degree in Electronics Engineering, effective Fall Semester, 2010. As a follow up to the approval of the proposal, Weber State University will submit the following reports to the Office of the Commissioner:

By November 1 of 2011: (1) the number of enrollments during the first year of the program, (2) the actual expenditures compared to the proposed budget, (3) the outcome of the current faculty search for a Ph.D. in Electrical Engineering, and (4) an updated report on the current employment needs for engineers in the local area.

By November 1 of 2013: (1) the number of enrollments during the second and third years of the program, including the number of students completing the program, (2) progress on achieving accreditation for the program, (3) the actual expenditures compared to the proposed budget, and (4) an updated report on the current employment needs for the engineers in the local area.

By November 1 of 2015: (1) the number of enrollments during the fourth and fifth years of the program, including the number of students completing the program and placed in employment, (2) the current status of the accreditation for the program, (3) the actual expenditures compared to the proposed budget, (4) evidence the faculty is sufficient to deliver the full program, including senior project courses, and (5) an updated report on the current employment needs for the engineers in the local area.

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 Degree in Electronics Engineering

Weber State University

Prepared for
William A. Sederburg
By
Gary Wixom

June 16, 2010

Section I: The Request

Weber State University (WSU) requests approval to offer the Bachelor of Science degree in Electronics Engineering effective Fall Semester 2010. This proposal was approved by the Weber State University Board of Trustees in their June 2009 meeting.

Section II: Program Description

Complete Program Description

The College of Applied Science and Technology (COAST) at Weber State University (WSU) seeks to offer a new Bachelor of Science (BS) degree program in Electronics Engineering to complement the current Associate of Pre-Engineering and Bachelor of Science degrees in Electronics Engineering Technology. The coursework currently developed and internally approved along with the expertise currently existing in the college is such that the proposed creation of a stand-alone degree is a change requiring only three new courses and no additional state resources. The proposed BS Electronics Engineering degree provides the basic fundamentals and depth of knowledge its graduates will be required to have in order to meet the needs of the broad variety of industries requiring individuals who have this degree. Graduates will also be prepared to directly enter graduate studies within the same engineering discipline. Over time it is anticipated that additional courses will be developed to enhance the program and strengthen its relevance due to changes in both the technology and the needs of industry. These additional courses will be proposed, reviewed, and integrated into the program using established university procedures.

This new BS program will require a minimum of 61 credit hours beyond the Associate of Pre-Engineering degree and will comply with all requirements for ABET accreditation under the EAC guidelines. It is planned to seek accreditation as soon as there are graduates from the program.

BS Degree Requirements: The Electronics Engineering degree is designed to prepare graduates to go to work in industry or to go on to a master's degree program in electrical engineering. It consists of:

1) The courses that are part of the pre-engineering degree for the electrical engineering track (1000- and 2000-level).
2) The general education courses that are required for any BS degree.
3) Breadth courses that introduce the fundamental knowledge specific to the major field of study (3000-level).
4) Depth courses that increase the student's knowledge to the level expected by employers and graduate. schools (4000-level). This proposal provides depth in four specific areas of expertise, and it is expected that as enrollments increase, additional courses will be offered to enable students to customize their education.

WSU's long-standing practice is to start new programs with limited curricular options. After programs are in place, curricular options may be considered. In the case of the Electronics Engineering program, after accreditation is attained additional elective courses may be added, but these classes are not planned during the initial years of the program.

Purpose of the Degree

The new degree program will provide baccalaureate students with the opportunity to receive a comprehensive degree in Electronics Engineering designed to fill the existing and growing needs of the

aerospace sector, including Hill Air Force Base and the new companies, which will be part of the Falcon Hill development. This new degree will also enhance the depth and breadth of the College's undergraduate programs while meeting the growing demands of the current student body.

Institutional Readiness

The new degree program will be administered by the Computer and Electronics Engineering Technology (CEET) Department, which has in place the administrative infrastructure necessary to manage the program. When this degree is approved, the CEET department will phase out their Computer Engineering Technology (CET) degree as the Electronics Engineering degree is being phased in.

Because of WSU's proximity to numerous aerospace companies, including Hill Air Force Base, and the increasing demand for people with Electronics Engineering degrees, it is anticipated that the enrollments in the College will increase because of this degree.

Faculty

The pre-engineering and engineering technology programs in the college have twenty three tenured and tenure-track faculty members.

Six full-time faculty members are presently available to support the degree. Two of these faculty members completed their Ph.D. degrees after the program was submitted for review. The other four faculty members also hold Ph.D. degrees. Therefore, six Ph.D. faculty members will initially support the four-year program. A search is underway for a seventh faculty member with a Ph.D. degree in electrical engineering.

	Faculty	Tenure	Contract	Adjunct
Doctorate	6 in place	6 in place	0	0
Masters	0	0	0	0
Bachelors	0	0	0	0

The upper-division Electronics Engineering courses will be taught by faculty with doctorate degrees in electrical engineering. An external consultant, Theodore A. Bickart, President Emertius, Colorado School of Mines, reviewed the qualifications of the faculty and concluded that the qualifications of four of the faculty were "solid and appropriate."

However, Bickart raised questions about two faculty members. In reviewing faculty qualifications it is important to note that the proposed Electronics Engineering program will build upon an existing pre-engineering program. For this reason, some lower-division pre-engineering courses will be taught by faculty in other engineering fields. For example, the Introduction to Engineering course, which is taken by all pre-engineering students, will be taught by Dr. Kirk Hagen who holds a Ph.D. in mechanical engineering. The use of cross-disciplinary faculty in lower-division engineering courses is common in engineering programs. These faculty members are included because they are part of the full four-year curriculum.

Dr. Jeff Ward and Dr. Justin Jackson will quickly transition from Computer Engineering Technology to Electronics Engineering. By year two, approximately 75 percent of their time will be devoted to the program. Drs. Ward and Jackson have each recently earned a Ph.D. in Electrical Engineering; Ward earned his Ph.D. in 2005 and Jackson earned his Ph.D. in 2008. Their doctorate degrees in Electrical Engineering have prepared them well to teach in the program. Both are currently teaching in Computer Engineering

Technology and Electronics Engineering Technology programs. As described above, their assignments will be shifted from these programs.

Dr. Smith will teach between 25 and 33 percent of his load in the program and Dr. Brian Rague will teach 16 percent of his load in the program. Dr. Hagen (Ph.D. Mechanical Engineering) will teach 25 percent of his load in the program, and Dr. Hagen will be assigned exclusively to teaching lower-division courses in the pre-engineering sequence. Dr. Greg Andersen (Ph.D. in Technology Management) will be available to offer support in lower-division pre-engineering courses, if needed.

Finally, a search is underway for an additional faculty member who would hold a Ph.D. in Electrical Engineering. When this faculty member is hired there will be a seventh Ph.D. faculty to teach Electronics Engineering courses. In sum, there will be four Ph.D. faculty members with degrees in electrical engineering available to support the electronics engineering courses, and there will two additional Ph.D. faculty members to support lower-division courses in pre-engineering, which are in engineering fields other than electronics engineering.

Professors:
Kirk D. Hagen - Ph.D. Mechanical Engineering, University of Utah, 1989; M.S. Mechanical Engineering, Utah State University; B.S. Physics, Weber State College, 1977.
Industrial background: Hercules Aerospace 1980 - 1986. Unisys Corporation 1986 - 1992.
J. Smith - Ph.D. Electrical Engineering, Utah State University, 1995; M.S. and B.S. Electrical Engineering, University of Utah 1984, 1982; Minors: Educational Psychology, Japanese Language, Theater Acting.

Associate Professors:
Greg Anderson - Ph.D. Technology Management, Indiana State University, 2010; Graduate Level Certificate in Information Assurance, University of Maryland University College, 2005; M.B.A., University of Colorado at Colorado Springs, 2002; B.A. Computer Science, Weber State College, 1989.
Industrial background: Operations and application development - School District 1985 to 1989, Medical and Insurance IT application development - 1989 to 1993, Consulting and training application development - 1993 to present.
Brian W. Rague - Ph.D. Computer Science, University of Utah, 2010; M.S. Aeronautics and Astronautics, MIT, 1987; B.S. Electrical Engineering & Computer Science, MIT, 1984.
Industrial background: TCTech Consulting, 1997 - 2003, Jet Propulsion Lab (NASA)/Caltech 1988 - 1996.

Assistant Professors:
Justin Jackson - Ph.D. Electrical Engineering, University of Utah, 2008; M.E.E.E. Electrical Engineering, 2004; M.B.A. and B.A. Electrical Engineering, Weber State University, 2002, 2000.
Jeffrey Ward - Ph.D. and M.S. Electrical Engineering, Utah State University, 2005, 2002; B.S. Electrical Engineering, Brigham Young University, 1997.

Staff
Additional staff lines will not be required. The current resources within the Department of Computer and Electronics Engineering Technology will be able to accommodate this new program.

Library and Information Resources
Consistent with the language of R401, the budget contained in the proposal is an operating budget for the specific program. Following the definitions of the Utah System of Higher Education Cost Study,

independent cost centers, which support the program, are not included in the operating budget for the program. The library expenses shown in the budget are minimal because most of the library resources will be provided by WSU's Stewart Library, which is treated as an independent cost center.

WSU's Stewart Library currently expends more than $75,000 annually for print and electronic resources that are directly relevant for electrical/electronics engineering (This assessment is based upon Library of Congress Classifications). Specific expenditures include $7,500 for books related to electronics engineering, $30,000 for journals and $33,900 for databases.

The reason for the existing collection in electronics engineering is that current library purchases are largely focused on bundled purchases. Only rarely do libraries purchase a single journal. Both print and electronic journals are packaged into bundles and any university with a significant collection in science and technology is likely to have a significant collection in engineering. This is the case for WSU's Stewart Library.

Specifically, the library receives 75 journal titles directly relevant for electrical/electronics engineering. The library subscribes to more than 225 additional print and electronic resources in the broader field of engineering.

Databases to which WSU subscribes that have substantial coverage of engineering resources include:

ScienceDirect College Edition - includes full-text coverage of 710 sci-tech journals; 210 are relevant to engineering.

IEEE Computer Society Digital Library
Computer & Applied Science
ABI/Inform Trade & Industry
ACM Journals and Conference Proceedings
FAITS: Faulkner Advisory on Info. Tech. Studies

Additional databases to which WSU subscribes that have decent coverage of engineering resources include, Academic Search Premier, ABI/Inform Global, and Computer Source. The 75 journal titles directly relevant for electrical engineering are listed on the following two pages.

ACM transactions on design automation of electronic systems
ACM transactions on embedded computing systems
ACM transactions on sensor networks
ACM transactions on speech and language processing
ACM/IEEE International Workshop on Timing Issues in the Specification and Synthesis of Digital Systems : [proceedings]
Acta astronautica
Ad hoc Networks
Aerospace Science and Technology.
Air & Space Europe.
Aircraft design : An International Journal
Aircraft Engineering and Aerospace Technology - Emerald
Applied Soft Computing
Applied Superconductivity
Automotive Engineering - Comes with Society of Automotive Engineers
Aviation Week & Space Technology
BE Radio
Bell Labs technical journal
Chinese Journal of Aeronautics
Circuit World
Communications Technology
Communications World
Compel
Computer - IEEE Computer Society Digital Package
Computer Communications
Computer design's electronic systems technology & design
Computer Networks
Computer Networks and ISDN Systems
Computer Speech & Language
Computers & Electrical Engineering
Computers & Industrial Engineering
Computers & Structures
Digital Signal Processing
Displays
Electric Power Systems Research
Electrical Apparatus
Electrical Construction and Maintenance
Electrical Contracting Products
Electronic Engineering Times
Elektronika ir Elektrotechnika
Energy and Buildings
Euro III-Vs Review
Fusion Engineering and Design

IBM systems journal - GIFT
IEEE communications magazine
IEEE design & test of computers
IEEE network
IEEE spectrum
IEEE transactions on communications
IEEE transactions on computers
Integration, the VLSI Journal
International Journal of Electrical Power & Energy Systems
International journal of electronics and communications
Journal of engineering technology
Materials Science in Semiconductor Processing
Microelectronic Engineering
Microelectronics international
Microelectronics Journal
Microelectronics Reliability
Nuclear Engineering and Design
Optical Switching and Networking
Pattern Recognition Letters
Pervasive and Mobile Computing
Printed circuit design & fab
Proceedings of the IEEE
Progress in Aerospace Sciences
Residential systems
Sensors and Actuators A: Physical
Sensors and Actuators B: Chemical
Signal Processing
Signal Processing: Image Communication
Solid-State Electronics
The Journal of China Universities of Posts and Telecommunications
Videography
VLSI design
Web Semantics: Science, Services and Agents on the World Wide Web
Wireless personal communications
Wireless sensor network

Admission Requirements

Students will to be admitted to Weber State University and complete the existing, calculus-based pre-engineering courses with a grade of "C" or better before progressing in the BS in Electronics Engineering program.

Student Advisement

The mechanics of admission to the program and fulfilling program requirements will be handled by an

advisor assigned to the program. As students are admitted to the program, they will be assigned a faculty advisor to provide academic and career advising.

Justification for the Number of Credits

The number of credits required for this program is within the guidelines for baccalaureate degrees currently set by the University and the Board of Regents. This number of credits is consistent with the expectations of the EAC of ABET.

External Review and Accreditation

The program will seek ABET accreditation as soon as it produces graduates. Because of the department's experience with ABET accreditation for its engineering technology programs, it is familiar with the ABET process and will be able to obtain accreditation.

Projected Enrollment

Table 1. Projected enrollment BS Electronics Engineering Degree

Year	Student FTE	Student Headcount	# of Faculty	Mean FTE-to-Faculty Ratio
1	24	36	3.0	8
2	29	52	4.0	7.25
3	35	67	4.0	8.75
4	40	75	4.0	10
5	40	75	4.0	10

Ratio is based on both FTE student and FTE faculty.

Section III: Need

Program Need

The recent increase in enrollment of both pre-engineering students and place bound students in the engineering technology programs at Weber State -- combined with the close proximity of employers such as Hill Air Force Base, ATK Space Systems, Moog Aircraft Group, Parker-Hannifin Corporation, Boeing Company and others -- is the ideal scenario for the offering of a Bachelor of Science degree in Electronics Engineering. Furthermore, many of these same companies have expressed an increased interest in graduates with advanced degrees as evidenced by Utah State University's recent request for an MS degree in aeronautical engineering. One of the ways to provide additional graduate students is to increase the number of engineering undergraduates within the state. The WSU BS in Electronics Engineering degree will help to provide these additional undergraduates.

The WSU Electronics Engineering degree will be an applied, experience-based program preparing students to work in industries which make extensive use of engineers and that are at the heart of Utah's economy. Graduates will be engineers who are sought after by industry because of their broad range of engineering and technical knowledge. The program will create a learning environment where students will also have experiences working on realistic engineering projects as well as actual hands-on experiences in industry through the required internship.

Labor Market Demand

There is a critical shortage of engineering talent in both the U.S. and in Utah. It is commonly asserted that at any given time there are 1,000 unfilled engineering openings in Utah. An analysis of available data indicates that these assertions are credible and likely conservative.

In an article titled "Work in Progress - Utah's Engineering Initiative," Amy Aldous Bergerson and Cynthia Furse of the University of Utah estimated that the number of unfilled engineering openings in Utah would grow to 975 in 2008. A May 14, 2010 analysis of presently listed engineering openings indicated that there were 1,960 open engineering positions in Utah. Of these open positions, 308 were in the field of electrical engineering.

A study conducted in the 4th quarter of 2009 by the Utah Technology Council found that there were 430 current opening for engineers and an additional 730 openings expected in the next 12 month. The majority of these openings require only a bachelors degree and median salaries exceed $50,000.

The engineering shortage in Northern Utah is acute. In a 2004 paper, Jan E. Crispin-Little and Pamela S. Perlich state: "With about 20,000 employees Hill AFB is the largest employer in the region. If treated as a separate industry, only services and retail trade employ more people. For many years, Davis County's economy has been driven by Hill AFB. While the county's economic base has become more diversified, Hill is still the largest employer and still plays a major role in the economic vitality and stability of the area. Weber is impacted by Hill AFB because of the large number of civilians who work at the base and live in the county." Further, engineers are a key component of the Hill AFB workforce.

In a 2009 presentation titled "Future of the STEM Workforce," Dave Belk, formerly Director of the Engineering Directorate, Ogden Air Logistics Center, Hill Air Force Base, found that Hill AFB employs 1,064 engineers. Hill AFB estimates that its present rate of turnover is approximately 8 percent, which means that they hire more than 80 engineers each year. Of the engineers hired at Hill AFB, 54 percent are electronics engineers.

Further, Hill AFB is just one of many employers of engineers in Northern Utah. The table below provides data on Northern Utah firms which employ electronics or electrical engineers, their total engineering employment and their projected net increase in engineering employment over the next year. Many of these companies are military contractors that have a presence in Northern Utah because of contract work done for Hill AFB.

Company Name	Total # Engineers (current)	Projected Net Increase in Engineers Next Year
Aerospace Engineering and Support	5	7
Autoliv	420	34
Barnes Aerospace	15	2
Boeing IDS	100	15
Edo Fiber Sciences	12	3
EDO Western	29	5
FMC Jetway Systems	15	2

Gauss Management Research & Engineering	2	8
General Atomics Systems	6	2
Hill Air force Base	1,064	60
Honeywell	8	2
Lockheed Martin Corporation	50	10
Metalcraft Technologies Incorporated	21	3
Moog Aircraft Group	156	16
Northrop Grumman	185	24
Parker-Hannifin Aerospace	100	8
Petersen Incorporated	15	2
Radius Engineering	10	1
SAIC	20	4
Triumph Gear Systems Incorporated	25	3
United Technologies Corporation	6	2
Williams International	40	7
Grand Totals	**3,298**	**255**

More evidence concerning the demand for electronics engineers is contained in a spring 2010 report produced by the Utah System of Higher Education and the venture capital company Grow Utah Ventures. The report recommended that Utah, "Increase regional engineering education capabilities to better serve the specific needs of the aerospace and defense industry. Specific educational emphases should include, electronics engineering . . ." (*Acceleration Utah's Aerospace and Defense Industry.*) The report was drafted by a steering committee that included representation from Setpoint Systems, Inc., Northrop Grumman, Logistics Specialties, Inc., L-3 Communications, Hill Air Force Base, Barnes Aerospace, Lockheed Martin, and ATK.

Student Demand

WSU presently has 205 pre-engineering students enrolled. In addition, WSU has 700 students enrolled in its engineering technology programs. Of these 700 students, 139 are presently enrolled in Electronics Engineering Technology. Many Weber State University engineering technology students have chosen technology degrees over engineering degrees because of being place bound due to such factors as

employment and family that force them to remain in the WSU service region. Surveys reveal that many of these same technology students prefer an engineering degree to an engineering technology degree. One specific survey indicated that half of WSU's pre-engineering students would select the option if available. Further, WSU's proposed Electronics Engineering degree has received unusual attention from the local press, and several newspaper articles regarding the new degree have been published. Based upon these articles, 41 students have already applied for admission into WSU's proposed Electronics Engineering program. A review of their qualifications indicates that they are prepared to begin the program. A cohort of 41 students would exceed WSU's enrollment projections for the program. Of these 41 students, 31 are presently enrolled in WSU's existing pre-engineering or engineering technology programs. The profile of program applications is consistent with the surveys of potential students mentioned above.

Similar Programs

Currently there are two other institutions within the Utah System of Higher Education (USHE) that offer a Bachelor of Science degree in Computer Engineering and Electrical Engineering. While both of these schools offer excellent programs, there are a number of students who are place bound or whose family or job situation dictates that the only institution they are able to reasonably attend is Weber State. In addition, because all of the upper-division courses in the program will be offered in the evening, this will be the first engineering degree in the state that will be tailored to the working, non-traditional student.

Collaborations with and Impact on Other USHE Institutions

In 2007, Weber State University established an Electrical Engineering partnership with Utah State University. The partnership was unsuccessful. Nonetheless, as a result of the partnership, Weber State University has much of the curriculum in place to support the new proposed degree.

There should be minimal impact on undergraduate programs at other USHE institutions as many of the students who are place bound and are currently pursuing engineering technology degrees at Weber State University would not attend other schools.

The area of largest impact on other USHE institutions will be the additional number of students prepared for advanced engineering degrees within the state. The USHE has implemented successful pre-engineering programs at community colleges and universities that are currently feeding students into engineering programs. Similarly, the addition of a purely undergraduate engineering program will increase the number of graduates within the state from which the graduate programs at the University of Utah and Utah State University will be able to draw upon.

Benefits

The BS in Electronics Engineering at Weber State will directly aid in achieving the goals of the USHE for a prepared workforce and will develop engineers who can directly improve Utah's economy. This proposed degree will make WSU graduates more competitive for electronics engineering positions within Utah as well as elsewhere. Furthermore, by having more engineers educated and trained to meet their needs, Utah companies will be better able to compete for new contracts and develop new technologies.

Consistency with Institutional Mission

The Bachelor of Science degree in Electronics Engineering clearly fits within the mission of Weber State University. The Weber State University Mission Statement states, "Instructional programs are designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world." Further, the College of Applied Science and

Technology Mission Statement says, "The vision of the College of Applied Science & Technology is to be the leader in the State in technology and technology related programs through service to the students and the businesses and industries in the region." The mission of the College is to serve the citizens of Northern Utah and the State of Utah by:

- Preparing students for employment upon graduation and ensuring that they are productive, accountable and responsible individuals able to function effectively in today's workplace.
- Engaging in scholarly activities, which expand the technological education the students receive and provide a service to business and industry.
- Utilizing the College's resources and faculty expertise to benefit students, business, industry, education, government and society in general.

WSU currently offers undergraduate degrees in Computer, Design Graphics, Electronics, Manufacturing, and Mechanical Engineering Technology as well as in Computer Science, Telecommunications Administration, and Construction Management Technology. All of the engineering technology degrees are accredited by the Technology Accreditation Commission of ABET, Inc. and the Construction Management Technology degree is accredited by the American Council for Construction Education. With the exception of Computer Science, all of these degrees are the only accredited bachelor's degrees in these disciplines at any USHE institution. Faculty members currently teaching in the college have significant industrial experience in their respective disciplines as well as extensive teaching experience.
The Bachelor of Science degree in Electronics Engineering is consistent with WSU's mission and the institution's ongoing commitment to meet the educational needs of the businesses and industries in Northern Utah. Given that this will create another option for students, the proposed degree has the full support of the university's president and provost. WSU desires to offer the courses for the Bachelor's Degree in Electronics Engineering as soon as the degree is approved.

Section IV: Program and Student Assessment

Program Assessment

The Bachelor of Science degree in Electronics Engineering is specifically designed to provide graduates with a broad-based Electronics Engineering background. It attempts to address the engineering staffing needs of both large and moderate-sized industries in Northern Utah and throughout the state as well as many of the engineering manpower needs of Hill Air Force Base.
Consistent with ABET expectations, the program will establish Student Outcomes related to what the students know and are able to do at the time of graduation. The Student Objectives are broad statements that are typically assessed by surveys of graduates and employers.
WSU already has a draft set of program objectives that will be fully vetted by an Industrial Advisory Committee. These outcomes are:

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams

(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The program will assess these outcomes in a minimum of two different ways, one being through the senior project which will provide information on both the student's technical knowledge as well as of such things as communication skills and teamwork abilities. The second assessment method will be through the internship where WSU will query the employers regarding the student's technical capabilities and possibly their teamwork capabilities. Course grades will not be used as an assessment tool.
Based on the results of the assessment of the program, WSU will set specific attainment levels and foster program improvement based upon a documented plan. The program will also establish Program Educational Objectives that are related to what the graduates are expected to be doing three to five years following graduation.

Expected Standards of Performance
As previously stated, it is planned to seek EAC of ABET accreditation for this degree as soon as possible. The outcomes that the student will need to meet are those required by this specific accreditation. EAC of ABET requires that a program seeking accreditation demonstrate that its students have achieved various outcomes. These outcomes include their ability to apply their knowledge of math, science and engineering, their ability to design a system, component or process, and their ability to identify, formulate and solve engineering problems. In addition, students will be required to obtain a grade of "C" or better in all engineering and support courses, and an overall GPA of 2.5 or higher will be required to graduate.

Section V: Finance

Budget

Funding Sources
The proposed BS in Electronics Engineering builds on the pre-engineering and engineering technology programs already in place in the college. Three faculty members (Jackson, Smith, and Ward) with doctoral degrees in electrical engineering have been hired to strengthen the Pre-Engineering and Computer and Electronics Engineering Technology programs. They will be reassigned so that instead of teaching exclusively in engineering technology, they will be teaching in this new degree program. Similar reallocations of funds will also occur for the administration of this new program as it will replace the AAS and BS degrees in Computer Engineering Technology.

Reallocation
WSU offers five associate's degrees in engineering technology and five bachelor's degrees in engineering technology. The 2009-10 budget to support these programs was $2,292,005. The initiation of a new program in Electronics Engineering will cause interest in some of these programs to wane. WSU anticipates that over time the associate's degree in Computer Engineering Technology and the bachelor's

degree in Computer Engineering Technology will be phased out. As this happens, resources will be shifted from the engineering technology programs to the Electronics Engineering program.

Although the associate's degree in Computer Engineering Technology and the bachelor's degree in Computer Engineering Technology will not be fully eliminated for several years, the "wind down" of these programs would begin immediately after the Electronics Engineering program is approved. Required courses will be offered less frequently and elective courses will be narrowed. This will allow resources, in the form of faculty teaching assignments, to be reallocated immediately.

Any program phase out will be consistent with Northwest Accreditation standards regarding a "teach out." Furthermore, existing students will be given ample notice and students seeking either the associate's degree in Computer Engineering Technology or the bachelor's degree in Computer Engineering Technology will not be disadvantaged.

As the associate's degree in Computer Engineering Technology and the bachelor's degree in Computer Engineering Technology are phased out, 10 percent of the total engineering technology budget of $2,292,005 will be available for reallocation. This means that $229,201 will be available for reallocation. Additionally, WSU received $305,600 in ongoing funds for the pre-engineering program in 2008, and a proportion of these funds will be directed to the Electronics Engineering program. Specifically, $90,049 of the ongoing pre-engineering funds will be allocated to Electronics Engineering program support.
The $229,201 reallocated from engineering technology and the $90,049 allocated from pre-engineering equal the $319,250 shown on page 13 of the proposal as the total reallocation in Year 4.
Given enrollment estimates, the program should generate approximately $172,000 in tuition revenue in Year 5. The budget reflects the decision to direct $90,000 of this tuition to the program in Year 5.
It is important to note that WSU's budget practices are very conservative. In actuality, it is likely that a larger portion of the $2,292,005 engineering technology budgets can be reallocated to the Electronics Engineering program. Also, the institution is prepared to allocate a larger portion of tuition revenue to the program.

Impact on Existing Budget
A new Electronics BS engineering degree will enhance both the pre-engineering program and the engineering technology programs by being able to serve a wider range of qualified students with little or no impact on the budget.

Faculty
Six full time faculty members are presently available to support the degree. Funding for these faculty positions is in place. A search is underway for a seventh faculty member with a Ph.D. degree in electrical engineering. Funding for the additional faculty position is also in place.

Staff
This new degree will have no impact on the staff in the department. This is true for both the clerical staff and technical staff.

Facilities and Equipment
Finally, following WSU's accounting practices which are consistent with the Utah System of Higher Education cost study, the operating budget presented in Table 2 is an annual operating budget that reflects direct instructional cost. The capital budget in Table 2 reflects annual capital expenditures which will be

made at the program level. The ongoing, base budget included in the proposal does not reflect capital expenditures which are funded centrally nor does it reflect capital acquisitions already in place.
In terms of facilities and equipment, much of these are already in place because of the computer and electronics engineering technology programs. Office space, lecture rooms, and laboratories will be reassigned to the new program as the AAS and BS Computer Engineering Technology degrees are being phased out. Given the new electronics engineering curricula, however, there is a need for some specialized laboratory equipment.

For the fiscal year 2008, the legislature provided WSU with $100,200 in one-time funding to support capital acquisition for the joint WSU/USU Electrical Engineering partnership. WSU used these funds to purchase specialized equipment which may now be used by the proposed Electronics Engineering program. In addition, WSU allocated $48,000 in one-time funds to the College of Applied Science and Technology for fiscal year 2011. The 2011 one-time funds came from revenue resulting from excess dedicated credits during the fiscal 2010 year.

These funds have been used to enhance an existing computer lab to support the proposed Electronics Engineering program. In addition, WSU has provided base funding to support annual capital purchases and these base funds are reflected in the budget in Table 2.

Finally, WSU is aware that pro forma budgeting for a new program involves some degree of uncertainty. With this in mind, WSU has invested $1,000,000 in donated funds to meet any additional capital needs for the program. Both the principle and appreciation from funds are available to support the Electronics Engineering program. If both principle and appreciation are amortized over the first five years of the program, an additional average capital investment of more than $200,000 per year would be invested into the program. If all of these funds are not needed during the initial five years, the funds may be expended in subsequent years.

Operating Costs
Any changes in enrollments as displayed in Table 2 will have little or no effect on any service charges or other miscellaneous expenses.

Budget Explanation
The reallocation of funds reflects the phasing out and reallocation of funds from the AAS and BS Computer Engineering Technology program to offset added expenses of the new program. Salaries, wages, and benefits represent the expenses associated with teaching the courses for the new Electronics Engineering program. As enrollments climb, increases in tuition revenue and the phasing out and reallocation of funds from the AAS and BS Computer Engineering Technology program offset any added expenses. Thus, the difference between revenue and expenses will be minimal. These figures do not include any increases in salaries or changes in benefit costs.

Table 2. Projected Electronics BS Program Revenue and Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE	24	29	35	40	40
Cost per FTE	$12,986	$10,868	$10,047	$10,231	$10,231
Student/Faculty Ratio					
Projected Headcount	36	52	67	75	75
Projected Tuition					
Gross Tuition	$80,592	$117,530	$151,110	$172,697	$172,697
Tuition to Program	$75,000	$75,000	$75,000	$90,000	$90,000
5 Year Budget					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expenses					
Salaries & Wages	$168,00	$168,000	$210,000	$250,000	$250,000
Benefits	$73,920	$73,920	$92,400	$110,000	$110,000
Total Personnel	$241,92	$241,920	$302,400	$360,000	$360,000
Current Expense	$6,250	$7,500	$8,750	$8,750	$8,750
Travel	$12,500	$15,000	$15,000	$15,000	$15,000
Capital	$50,000	$50,000	$25,000	$25,000	$25,000
Library Expense	$1,000	$750	$500	$500	$500
Total Expense	$311,67	$315,170	$351,650	$409,250	$409,250
Revenue					
Legislative Appropriation	0	0	0	0	0
Endowment	0	0	0	0	0
Reallocation	$236,67	$240,170	$276,650	$319,250	$319,250
Tuition to Program	$75,000	$75,000	$75,000	$90,000	$90,000
Fees	0	0	0	0	0
Total Revenue	$311,67	$315,170	$351,650	$409,250	$409,250
Difference					
Revenue-Expense	0	0	0	0	0

Appendix A: Program Curriculum

General Education: (41 HOURS)

Engl EN1010	Intro to Writing	(3)	
Engl EN2010	Intermediate Writing	(3)	
American Institutions (AI)		(3)	
Creative Arts/Humanities (CA/HU)		(6)	
Comm HU2110	Interpersonal Communications	(3)	
Social Sciences/Diversity (SS/DV)		(3)	
Econ SS2010	Principles of Microeconomics	(3)	
Math SI1210	Calculus I	(4)	(Quantitative literacy)
Physics PS2210	Physics for Scientists/Engineers I	(5)	(Physical science)
Chemistry PS1210	Principles of Chemistry I	(5)	(Physical science)
LSxxxx	Life Science	(3)	

Pre-Engineering: (30 HOURS)

ENGR 1000	Intro to Engineering	(2)
ENGR 2250	Electronic Circuits	(4)
ENGR 2700	Digital Circuits	(4)
Math 1220	Calculus II	(4)
Math 2210	Calculus III	(4)
Math 3410	Probability and Statistics	(3)
Physics 2220	Physics for Scientists/Engineers II	(5)
CS SI1410	Object-Oriented Programming	(4)

Support Courses (10 credits)

Math 2250	Linear Algebra/Differential Equations	(4)
Physics 2710	Modern Physics	(3)
English 3100	Professional and Technical Writing	(3)

Electronic Engineering: (34 HOURS)

ENGR 3110	Semiconductor Circuits	(3)
ENGR 3120	Analog Systems	(4)
ENGR 3130	Digital Systems	(3)
ENGR 3140	Signals & Systems	(3)
ENGR 3150	Electromagnetics/ Radar	(3)
ENGR 3190	Engineering Seminar	(1)
ENGR 3890	Internship	(2)
ENGR 4100	Controls and Avionics Systems	(3)
ENGR 4110	Embedded Software	(3)
ENGR 4120	Signal Integrity	(3)
ENGR 4700	Senior Project I	(3)
ENGR 4710	Senior Project II	(3)

New courses required for this degree (9 credits)

ENGR 3160	Power Systems	(3)
ENGR 3170	Digital Signal Processing	(3)

ENGR 4130 Communications (3)

(The Internship and Senior Projects classes are in place but presently support other degrees.)

Appendix B: Program Schedule

The following sample programs show how the degree can be completed within 8 semesters

Freshman

Fall

Comm HU2110	Interpersonal Comm	3
ENGL 1010	Intro to Writing	3
Math 1210	Calculus 1	4
Phys 2210	Physics 1	5
ENG 1000	Intro to Eng	2
	Total	17

Sophomore

Fall

CHEM 1210	Principles of Chemistry	5
Econ SS2010	Principles of Microeconomics	3
ENGR 2700	Digital Circuits	4
Math 2250	Linear Algebra/Diff. Eq.	4
	Total	16

Junior

Fall

ENGR 3110	Semiconductor Circuits	3
ENGR 3140	Signals & Systems	3
ENGR 3190	Engineering Seminar	1
Math 3410	Probability and Statistics	3
ENGR 3120	Analog Systems	4
	Total	14

Senior

Fall

SS/DV		3
ENGL 3100	Professional & Tech Writing	3
ENGR 4110	Embedded Software	3
ENGR 4130	Communications	3
ENGR 4700	Senior Project I	3
	Total	15

Spring

ENGL 2010	Intermediate Writing	3
ath 1220	Calculus 2	4
Phys 2220	Physics 2	5
CA/HU		3
	Total	15

Spring

American Institutions		3
CS SI1410	Object Oriented Programming	4
ENGR 2250	Electronic Circuits	4
Math 2210	Calculus 3	4
	Total	15

Spring

LS		3
ENGR 3150	Electromagnetic/Radar	3
ENGR 3130	Digital Systems	3
ENGR 3170	Digital Signal Processing	3
Phys 2710	Modern Physics	3
ENGR 3890	Internship	2
	Total	17

Spring

CA/HU		3
ENGR 3160	Power Systems	3
ENGR 4120	Signal Integrity	3
ENGR 4100	Controls and Avionic Systems	3
ENGR 4710	Senior Project II	3
		15

Appendix C: Faculty

Professors:

Kirk D. Hagen - Ph.D. Mechanical Engineering, University of Utah, 1989; M.S. Mechanical Engineering, Utah State University; B.S. Physics, Weber State College, 1977.
Engineering specialties: Thermodynamics, Fluid Mechanics, Heat Transfer.
Industrial background: Hercules Aerospace 1980 - 1986. Unisys Corporation 1986 - 1992.

J. Smith - Ph.D. Electrical Engineering, Utah State University, 1995; M.S. and B.S. Electrical Engineering, University of Utah 1984, 1982; Minors: Educational Psychology, Japanese Language, Theater Acting.
Specialties: Automatic Control, Instrumentation and Signals, Biomedical Systems, Spacecraft Systems, Simulations.

Associate Professors:

Greg Anderson - Ph.D. Technology Management, Indiana State University, 2010; Graduate Level Certificate in Information Assurance, University of Maryland University College, 2005; M.B.A., University of Colorado at Colorado Springs, 2002; B.A. Computer Science, Weber State College, 1989.
Specialties: Application development, Database Management, Interactive Entertainment and Simulations, Project Management.
Industrial background: Operations and Application Development - School District 1985 to 1989, Medical and Insurance IT Application Development - 1989 to 1993, Consulting and Training Application Development - 1993 to present.

Brian W. Rague - Ph.D. Computer Science, University of Utah, 2010; M.S. Aeronautics and Astronautics, MIT, 1987; B.S. Electrical Engineering & Computer Science, MIT, 1984.
Specialties: Parallel Processing, Software Engineering, Computer Graphics.
Industrial background: TCTech Consulting, 1997 - 2003, Jet Propulsion Lab (NASA)/Caltech 1988 - 1996.

Assistant Professors:

Justin Jackson - Ph.D. Electrical Engineering, University of Utah, 2008; M.E.E.E. Electrical Engineering, 2004; M.B.A. and B.A. Electrical Engineering, Weber State University, 2002, 2000.
Specialties: Digital System Design, FPGA and ASIC Design, Analog and Digital VLSI Design, and Semiconductor Physics and Devices.

Jeffrey Ward - Ph.D. and M.S. Electrical Engineering, Utah State University, 2005, 2002; B.S. Electrical Engineering, Brigham Young University, 1997.
Specialties: Electromagnetics, Antennas, and RF Circuits.

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June 16, 2010

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Science in Botany – Action Item

Issue

The Department of Biology requests approval to offer a Bachelor of Science Degree in Botany at Utah Valley University, effective Fall 2010. This action was approved by the UVU Board of Trustees on February 11, 2010.

Background

Course requirements will provide students with a broad foundation in plant and related sciences in preparation for graduate or professional school or career entry. The curriculum includes formal studies in the biological topics of cell biology, genetics, ecology, conservation biology, microbiology, and evolution and the botanical topics of plant systematics, plant physiology, molecular biology, plant anatomy, plant morphology, and field botany. Required and recommended courses in mathematics, physics, chemistry, and geography complement the biological components. Students will have experiential learning opportunities that may include internships with botanical gardens, commercial greenhouses, landscape companies, environmental consulting firms, conservation and environmental advocacy organizations, governmental agencies, and botanical societies. Students will be encouraged to work with faculty on research projects in the field or the laboratory. No matriculation requirements are extant for this major other than admission to the University. Students are requested to meet with the Biology Department advisor during the first semester and once every semester following enrollment.

Faculty reports that there are numerous career opportunities for those with a degree in botany, including educational institutions, federal and state agencies, and biotechnology and agricultural industries. Employment in the areas of plant biotechnology, ecology, search for new drugs for pharmaceuticals, and crop improvement are expanding.

All courses and faculty are in place.

Policy Issues

No policy issues were raised by USHE institutions.

Commissioner's Recommendation

The Commissioner recommends the Regents approve Utah Valley University's request to offer a Bachelor of Science Degree in Botany, effective Fall 2010.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success

Action Item

Bachelor of Science in Botany

Utah Valley University

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

June 16, 2010

Section I: Request

The Department of Biology requests approval to offer a Bachelor of Science degree in Botany at Utah Valley University effective Fall 2010. This action was approved by the UVU Board of Trustees on February 11, 2010.

Section II: Program Description

Complete Program Description

Courses required in the Bachelor of Science in Botany program will provide students with a broad foundation in plant and related sciences in preparation for graduate or professional school or career entry. The curriculum includes formal studies in the biological topics of cell biology, genetics, ecology, conservation biology, microbiology, and evolution and the botanical topics of plant systematics, plant physiology, molecular biology, plant anatomy, plant morphology, and field botany. Required and recommended courses in mathematics, physics, chemistry, and geography complement the biological components. Students will have experiential learning opportunities that may include internships with botanical gardens, commercial greenhouses, landscape companies, environmental consulting firms, conservation and environmental advocacy organizations, governmental agencies, and botanical societies. Students will be encouraged to work with faculty on research projects in the field or the laboratory. No matriculation requirements are extant for this major other than admission to the university. Students are guided to meet with the Biology Department advisor during the first semester and once every semester following enrollment

Purpose of Degree

The program will provide a curriculum that emphasizes plant biology within the larger biological context. It is designed to prepare students for career opportunities directly following program completion, to prepare students for graduate studies in Botany or related areas, and with appropriate elective courses prepare students seeking admission into professional programs such as medicine and law.

A Botany degree cited on the student's diploma and transcript will call immediate attention to employers or graduate school admission committees to the graduates' academic preparation. This is especially important to students applying for competitive positions in the private sector, with government agencies, and for admission to graduate schools.

If approved, the UVU B.S. in Botany will be the only such degree in UVU's service area. Furthermore, several Botany degree programs have been deleted from Utah colleges and universities so that many of the botanical program courses are not available at nearby public or private colleges and universities. This leaves UVU with a unique educational opportunity available to students.

Graduates from the program will be competitive for employment requiring plant science expertise and for admission to post baccalaureate degree programs. Assessment of student success will be monitored by administration and analysis of nationally normed tests in biology (e.g., GRE, MFAT) and post graduation employment and/or graduate school admissions success.

Institutional Readiness

Current administrative structures - Department of Biology and College of Science and Health - are more than adequate to administer the program. Any increase in student enrollment, perhaps initially a score of

students per year, due to recruitment for the program should have negligible effect on Student Services (Registration and Records, Academic Advising, Financial Aid, Graduation Office) and other administrative support units (e.g., scheduling). No new organizational structures are needed to deliver the program; required and elective courses are now being offered by current faculty. Students in the program will be advised by current Biology academic advisor. The delivery of undergraduate or lower-division education will only be positively impacted through improvement of knowledge of availability of courses concomitant with visibility of the program. By offering a Botany degree, student retention may well be enhanced (e.g., students contemplating transfer to WSU or an out-of-state Botany degree-offering university have indicated that they would stay at UVU if a Botany degree were offered here).

All core and elective courses in the program are currently in the UVU catalog and are being delivered by UVU faculty.

Faculty
No additional faculty are required to offer this degree program.

Current Biology Department full-time tenure track faculty with botanical expertise:
Number of faculty with Ph.D.'s: Tenured 5 Contract 0 Adjunct 0

Paul Bybee - Paleobotany
Jim Harris - Plant systematics
Olga Kopp - Plant physiology, genetics and molecular biology
Robert R. Robbins - Plant morphology and anatomy
Renee Van Buren - Rare plant biology and conservation

The majority of the other Biology Department full-time tenure track faculty (15, all with Ph.D.'s, plus College of Science and Health Dean Sam Rushforth and Associate Dean Dan Fairbanks are tenured in the Biology Department and have expertise in botany and contribute to Departmental teaching) teach courses either required in the program or elective courses that complement the program.

Staff
No additional staff is needed to support the program until the new UVU science building is completed. It is anticipated that this building will have a much needed greenhouse in support of botanical courses and student and faculty research.

Current Biology Department full-time staff with botanical expertise:

Jason Alexander, Ph.D., Herbarium Curator
(note: Dr. Alexander is well qualified to teach a number of the Botany courses, e.g., Field Botany, Flora of Utah, Plant Taxonomy)
Ally Bench Searle, B.S., Botany Laboratory Manager

Biology Department Advisor (full-time)

Kim Sulz, M.S.

Library and Information Resources

The UVU library has a good source of journals in the biological sciences. The following table, provided by UVU Library personnel, indicates the overall number of journals in biological sciences categories.

Biology (General)	299
Cytology	31
Ecology	29
Evolution	4
Genetics	31
Life	14
Botany	96
Cryptogams	8
General	28
Plant anatomy	2
Plant ecology	1
Plant physiology	7
Chemistry	198
Analytical chemistry	10
Crystallography	7
General	30
Inorganic chemistry	14
Organic chemistry	34
Physical and theoretical chemistry	23
Microbiology	93
General	27
Immunology	20
Microbial ecology	3
Virology	7
Zoology	137
Anatomy	2
Animal behavior	14
Chordates. Vertebrates	17
Embryology	1
General	20
Invertebrates	20
Morphology	1

Examples of journals in Botany and areas related to plant sciences either in the UVU Library holdings or available on-line include: American Journal of Botany, Annual Review of Phytopathology, Annual Review of Plant Biology, Annual Review of Plant Physiology and Plant Molecular Biology, BMC Plant Biology, Bryologist, Canadian Journal of Botany, Communications in Soil Science and Plant Analysis.

The UVU Library subscribes to the following on-line data bases which access nearly all worldwide primary literature in botany, biology and related areas: Academic Search Premier, Agricola, American Chemical Society Publications, Annual Reviews, BioMed Central, BioOne, Chemical Abstracts, CRC Handbook of Chemistry and Physics, DOAJ, GeoRef, GreenFile, Greenwire, High-Wire Press, JSTOR, Library Information Science & Technology Abstract, , MasterFILE Premier, MathSciNet, MEDLINE(EBSCOhost) Oxford Reference Online, PubChem, PubMED (MEDLINE and Pre MEDLINE) PubMedCentral, Sage Online, Science Direct Life and Health Sciences, SIRS Government Reporter, Toxnet, Vocational & Career Collection.

The plant collection and related data have been digitized and are available on the UVU Virtual Herbarium web site, which is also internationally recognized for its quality and completeness. This resource is invaluable to students, faculty, the world-wide scientific community, and non-scientists interested in plant identification, ecology, conservation, and related interests (e.g., Utah Native Plant Society). (http://research.uvu.edu/herbarium/index.shtml).

Admission Requirements
Admission requirements for the program are admission to the University. There are no specific matriculation requirements other than declaring the major with the Biology advisor.

Student Advisement
Prospective students will be advised of program matriculation and graduation requirements by the Biology Department advisor. Progress in meeting the degree requirements and suggestions for elective courses related to student's career goals will be accomplished by annual review with the Department advisor. Additionally, Botany faculty will be available to discuss program and career goals with the students.

Justification for Graduation Standards and Number of Credits
Graduation standards are: 1) Complete the required minimum credit hours. 2) If an AA or AS degree has been earned, a maximum of 64 of these credits may apply toward the BS. 3) At least 30 credit hours in residence at UVU or satellite sites are required, with 10 hours earned during the last 45 hours. 4) A minimum of 40 credits must be upper-division (numbered 3000 or above). 5) A minimum of 40 credits must be Biology Department courses (BIOL, BOT, BTEC, MICR, or ZOOL prefixes), 30 of which must be upper-division. A minimum of nine Biology Department credits must be taken at UVU. 6) Complete discipline core and elective courses with a grade of "C-" or higher in each course. 7) Achieve a minimum overall GPA of 2.0 with a minimum GPA of 2.25 in Biology Department courses. 8) Complete all institutional graduation requirements.

The required number of credits, 122 semester credit hours, is within the USHE and Northwest Accreditation range for a baccalaureate degree.

External Review and Accreditation
External reviews of the proposal have been solicited and will be incorporated upon receipt. No program specific accreditation is required by any regional or national agency.

Review of the program will be performed commensurate with the Institutional accreditation cycle. UVU is scheduled to have an accreditation review by August 2010 due to change to university status.

Projected Enrollment
The following projected number of majors in the program is based on survey of UVU biology majors over the past three years. The number of newly declared Botany majors, whether as entering freshmen, transfer students, or current UVU students who change their major to botany is an estimate.

Year	Student Headcount	# of Faculty	Student -to-Faculty Ratio	Accreditation Req'd Ratio
1	15	5	3	If required
2	30	5	6	
3	45	5	9	
4	60	5	12	
5	60	5	12	

Expansion of Existing Program
Not Appliciable.

Section III: Need

Program Need
A Bachelor of Science degree with a major in Botany, to be offered through the UVU Biology Department, will benefit students in several ways. Although a student may take courses equivalent to a Botany B.S. degree within the current Biology B.S. degree, and this can be discovered via transcript analysis, having a distinct degree cited on the diploma and transcript will call immediate attention to employers or graduate school admission committees. This is especially important to students applying for competitive positions in the private sector, with government agencies, and for admission to graduate schools.

Several students with a B.S. in Biology have had difficulties "getting past HR" and noticed by admissions committees even though they had the course equivalent of a Botany B.S. For this very reason, two upper-division students are planning on transferring to an institution offering a Botany B.S.

While no new courses or faculty are required for the proposed degree program, the Biology Department will be creating a plant ecology course in anticipation of the arrival next fall of Dr. Michael Stevens. He has been hired into a presently vacant position in science secondary education. Dr. Stevens' areas of expertise include plant ecology. Addition of Dr. Stevens and a plant ecology course will strengthen the program.

The cooperative UVU/USU horticulture program will also be enhanced by the availability of a plant ecology course for the horticulture students.

Labor Market Demand
The Botanical Society of America, American Society of Plant Taxonomists, and the American Society of Plant Biologists list numerous career opportunities for students graduating with a degree in Botany. They report that the major employers of those with a Botany bachelor's degree are educational institutions, federal and state agencies, and biotechnology and agricultural industries. Plant biotechnology and ecology (in support of biodiversity conservation, habitat remediation, and climate change assessment) are two areas of growing need. Ongoing research areas, including the search for new drugs for pharmaceuticals and improving crop plants for agriculture, is producing an expanding job market in these areas. Specific

careers in Botany include but are not limited to: technicians who work in testing and inspection for government, agriculture or industry; individuals to manage parks, forests, rangelands, or wilderness areas; technicians hired by seed companies, biotechnology firms, biological supply houses; botanists prepared to work in museums, herbaria, and botanical gardens; and education at all levels. Students in this program will be well prepared to participate in the joint UVU – USU horticulture program now offered on the UVU campus. There is an increasing demand in the horticultural and landscape sectors.

The Department receives several requests each semester from State and Federal agencies (e.g., Department of Natural Resources, Forest Service, Bureau of Land Management) for students to apply for internships and/or summer employment. These positions are often a route to full-time employment at these and similar agencies.

Student Demand

The Department of Biology conducted a survey of UVSC students during fall semesters 2007, 2008, and 2009. The results support the interest and demand for a B.S. in Botany at UVU. In 2007, over 40 students now enrolled in the biology B.S. program indicated that they would consider majoring in Botany if the degree were offered. There are no data to show the incoming freshman or high school seniors who would choose a B.S. in Botany if one was offered, but faculty assume that the interest exists when so many current biology majors would consider the Botany major. Since most students in the UVU service area cannot move to Weber State University for the WSU Botany program, UVU is the only option for these students who wish a degree in the plant sciences. This expressed interest stimulated planning for the program.

Results of a similar survey conducted in October 2008 of 240 students in upper-division biology courses are: 45 indicated they would major in Botany and 80 indicated they would minor in Botany within the biology degree if possible. These numbers indicate there is a growing interest in the plant sciences among UVU students. In the September 2009 survey, 46 of the nearly 300 UVU biology majors indicated a preference for a Botany major.

Enrollments in Botany courses have been increasing at a rate higher than overall UVU enrollments. For example, enrollment in BOT 3340 (Plant Biology) over the past 8 years has risen from 10 to about 30 students per class. BOT 4100 (Plant Anatomy) was first offered in Spring 2007 with an enrollment of 10 and in Spring 2009, 19 completed the course (the course is now offered every other year). Plant Physiology (BOT 4600) was initially offered Spring 2008 with 11 students. Plant Pathology, first offered Fall 2009, has 10 students enrolled. Student demand for both BOT 2050 (Field Botany) and BOT 2100 (Flora of Utah) is greater than can be accommodated. The Department is considering offering additional sections of BOT 2100 due to student demand.

Student interest is also indicated by their involvment in the Botany Club (30 students indicated an interest during "Club Rush" in early September 2009) over the past decade. Furthermore, UVU has a nationally ranked Plant Identification Team. This team competes in regional, national, and international plant identification competitions which are held annually at various North American universities.

Similar Programs

The only Utah System of Higher Education institution offering a Bachelors Degree in Botany is Weber State University. The WSU Botany Department has six full-time tenure track faculty whose areas of specialization are similar to those of the five UVU Biology Department full-time tenure track faculty with Botany expertise.

The WSU program, which has about 35 majors, contains three tracts for specialization for careers in laboratory based Botany, field Botany, or general Botany. Each of these WSU tracts contains a core of botanical courses similar to the UVU botany program core. The UVU program does not have specific tracts, though the core requirements are sufficiently broad that when combined with electives, a student may obtain depth in laboratory or field based Botany. Differing from the WSU Department, UVU offers a course in plant biotechnology (BOT 4700 Plant Tissue Culture) and plant pathology (BOT 4430). WSU offers an ethnobotany course which UVU does not. These two programs are not in competition due to distance between institutions and Utah County demography.

Utah State University's Department of Plants, Soils, and Climate offers B.S. degrees in Horticulture, Crop Science, and Environmental Soil and Water Science which are related programs, but vary substantially from the proposed degree. Their programs are directly related to applied plant sciences in the agricultural and horticultural industries whereas the UVU program concentrates on academic botanical science.

Southern Utah University offers a Botany emphasis in the Department of Biology B.S. degree and a Plant Science emphasis in the Department of Agriculture and Nutrition Science. The Biology Department requires only three plant science courses (anatomy and diversity, physiology, and taxonomy) for the Botany emphasis. The UVU program has a broader range of courses, both required in the discipline core and available as electives. As with the USU degree, the plant science emphasis in the SUU Department of Agriculture and Nutrition Science degree in Agricultural Science and Industry has a practical agricultural / industrial content and thus has a different student clientele and employment potential.

Collaboration with and Impact on Other USHE Institutions

The UVU program will have no negative impact on other USHE institutions programs as the only similar program is offered by WSU. Prospective students in the Provo/Orem area do not see WSU as a viable option for undergraduate education since most of them are settled with families in Utah County and cannot afford to move to Ogden for a four year degree program. However, there may well be a positive impact on those USHE institutions offering graduate degrees in the plant sciences as some graduates are likely to seek post baccalaureate education.

Currently USU and UVU have a cooperative horticulture program. Students interested in horticulture take their general education courses at UVU and core biology and Botany courses required in the program that are offered by UVU. Several of the required horticulture courses are offered on the UVU campus by USU horticulture faculty. These horticulture courses may be used as electives in the UVU Botany degree. This cooperative program has been successful and mutually beneficial to both institutions.

Benefits

Offering this program will enhance new student recruitment by emphasizing the availability of plant science education at UVU. Student retention will be improved by meeting both student interests and making market need for public and private employers more visible.

Community outreach by faculty and students in the program will include interaction with Utah Native Plant Society, Nature Conservancy, various State and Federal agencies (e.g., BLM), course and workshop offerings on campus and at the UVU sponsored Capital Reef National Park Field Station, and plant identification through the UVU Herbarium for individuals and agencies.

Consistency with Institutional Mission
The proposed Bachelor of Science Degree in Botany will meet several goals and objectives of the Utah System of Higher Education Mission as well as the mission of Utah Valley University. It will provide high quality academic and professional education that prepares students to become productive players in the global marketplace as well as to encourage students to become life-long learners. This program will provide opportunities for students to be engaged in real-world, hands on experience in the community and region by engaging community partners. Students will use the most current technology and methodology to make them competitive with peers.

Section IV: Program and Student Assessment

Program Assessment
Assessment of student success will be monitored by administration and analysis of nationally normed tests in biology (e.g., GRE, MFAT) and post graduation employment and/or graduate school admissions. These outcome assessments will be used to modify and strengthen the program.

The goals of the UVU Botany B.S. program include: 1) Provide students with a broad education in the botanical and related sciences. 2) Provide students with a range of electives congruent with their career and avocational interests. 3) Ensure the quality of the program will produce graduates that are competitive in graduate and professional applications in employment. 4) Advise students about career opportunities in botanical and related areas, including academic, governmental, non-profit, and private sectors.

Expected Standards of Performance
The performance standards currently used in the Biology B.S. program shall apply to students in the Botany B.S. program. For graduation, a minimum of a C- (C minus) must be earned in all program core courses and thus will have demonstrated course competencies in the major areas of biology and Botany (anatomy and morphology, physiology, ecology, genetics, evolution, taxonomy and systematics, cell biology) as well as in ancillary subjects (e.g., chemistry, physics, mathematics). Students will demonstrate the ability to analyze and critically evaluate scientific literature, design a scientific study and assess quality of data to formulate conclusions, present well reasoned arguments both in writing and orally, through activities in appropriate courses including the required seminar (BIOL 494R).

Formative
UVU will use the USHE Degree Works program to track individual students throughout their college education. The Biology advisor will consult with each student in the program to assess their progress toward graduation and to assist faculty to assess the success of the curriculum. Grades in prerequisite courses will be analyzed as predictors of performance in follow-on courses.

Summative
Seniors in all Biology Department degree programs have and will take a nationally normed assessment examination in biology. Currently, the Major Field Assessment Test (MFAT) is being used. Results from this examination have been used to improve the Biology B.S. curriculum and will be used as part of the outcomes assessment for the Botany degree. Furthermore, students who express an interest in attending graduate school will be encouraged to take the Graduate Record Exam (GRE) in biology and have results reported to the Department. Follow-up questionnaires will be utilized to assess graduates' perceptions about how well the program prepared them for employment or graduate studies.

Section V: Finance

As the proposed Botany program does not require any additional courses or sections, no additional resources are anticipated. Student enrollments, faculty FTE and budget are already part of UVU's Biology Department. Thus, no information is provided in this section of the R401.

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE					
Cost Per FTE					
Student/Faculty Ratio					
Projected Headcount					
Projected Tuition					
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages					
Benefits					
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	$	$	$	$	$
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	$	$	$	$	$
Difference					
Revenue-Expense	$	$	$	$	$

Budget Comments

No new funds are required to deliver the program.

Funding Sources
Whereas all courses in the program, both core requirements and recommended electives, are being offered by currently tenured UVU faculty, no new state appropriations, tuitions, or reallocation of funds are needed. As enrollments increase in courses concomitant with UVU growth, anticipated enrollment growth funding will be adequate to support program growth.

Reallocation
Not applicable.

Impact on Existing Budgets
Whereas all courses in the program, both core requirements and recommended electives, are being currently offered by currently tenured UVU faculty, there will be no negative impact on existing budgets.

Appendix A: Program Curriculum

All Program Courses

General Education Requirements:				39 Credits	
and/or	Prefix	Number	Course Title	Credit	Pre/corequisite(s)
	ENGL	1010	Introduction to Writing	3	ACT > 19
	ENGL	2020	Intermediate Writing: Science/Technology	3	ENGL 1010
	MATH	1050	College Algebra	4	ACT > 19 OR MAT 1010
American Institutions: Complete one of the following:				3	
	HIST	2700	US History to 1877		none
and	HIST	2710	US History since 1877		none
	HIST	1700	American Civilization		none
	ECON	1740	US Economic History		none
	POLS	1000	American Heritage		none
	POLS	1100	American National Government		none
Complete the following:					
	PHIL	205G	Ethics and Values	3	ENGL 1010
	HLTH	1100	Personal Health & Wellness		none
or	PES	1097	Fitness for Life	2	none
Distribution Courses (see course lists in catalog)					
	BIOL	1610	College Biology I	4	ACT > 19
	CHEM	1210	Principles of Chemistry I	4	MATH 1050
	CHEM	1220	Principles of Chemistry II	4	CHEM 1210
			Humanities Distribution	3	See specific course listing
			Fine Arts Distribution	3	"
			Social/Behavioral Sci. Distribution	3	"

Discipline Core Requirements:				70 Credits	
and/or	Prefix	Number	Course Title	Credit	Pre/corequisite(s)
	BIOL	1615	College Biology I Lab	1	BIOL 1610
	BIOL	1620	College Biology II	3	BIOL 1610
	BIOL	1625	College Biology II Lab	1	BIOL 1620
	BIOL	3400	Cell Biology	3	BIOL 1610, CHEM 1220
	BIOL	3500	Genetics	3	BIOL 1610
	BIOL	3800	Conservation Biology	3	BIOL 1010 or BIOL 1610
	BIOL	3700	General Ecology	3	BIOL 1620
	BIOL	3705	General Ecology Lab	1	BIOL 3700
	BIOL	4500	Principles of Evolution	3	BIOL 1620 and BIOL 3500
	BIOL	494R	Seminar	1	BIOL 1620
	MATH	2040	Principles of Statistics	4	MATH 1050
or	MATH	1060	Trigonometry (3 cr)	3	MATH 1050
and	MATH	1210	Calculus I (5 cr)		MATH 1060
	PHYS	2010	College Physics I	4	MAT 1010
	PHYS	2015	College Physics I Lab	1	PHYS 2010
	PHYS	2020	College Physics II	4	PHYS 2010
and	PHYS	2025	College Physics II Lab	1	PHYS 2020
or	GEOG	1300	Survey of World Geography (3 cr)		none
and	GEOG	3630	Introduction to Geographic Information Systems (4 cr)		none
	CHEM	1215	Principles of Chemistry Lab I	1	CHEM 1210
	CHEM	1225	Principles of Chemistry Lab II	1	CHEM 1220
	CHEM	2310	Organic Chemistry I	4	CHEM 1220
	CHEM	2315	Organic Chemistry I Lab	1	CHEM 2310
	CHEM	2320	Organic Chemistry II	4	CHEM 2310
and	CHEM	2325	Organic Chemistry II Lab	1	CHEM 2320
or	CHEM	3020	Environmental Chemistry (3 cr)		CHEM 1225
and	CHEM	3025	Environmental Chemistry Lab (1 cr)		CHEM 3020
	MICR	3450	Microbiology	4	BIOL 1620 & 3400, CHEM 1220
	BOT	2100	Flora of Utah	3	BIOL 1010 recommended
	BOT	2400	Plant Kingdom	4	BIOL 1010 or BIOL 1620
	BOT	4100	Plant Anatomy	4	BIOL 1625
	BOT	4200	Vascular Plant Taxonomy	3	BOT 2050 or 2100
	BOT	4600	Plant Physiology	3	BIOL 1620 and CHEM 1220
	BOT	4605	Plant Physiology Lab	1	BIOL 4600

Elective Requirements:				13 Credits	
and/or	Prefix	Number	Course Title	Credit	Pre/corequisite(s)
Additional electives to meet credit and upper-division requirements				13	see list of recommended electives

Graduation Requirements:

1 Complete the required minimum credit hours.
2 If an AA or AS degree has been earned, a maximum of 64 of these credits may apply toward the BS.
3 At least 30 credit hours in residence at UVSC or satellite sites are required, with 10 hours earned during the last 45 hours.
4 A minimum of 40 credits must be upper-division (numbered 3000 or above).
5 A minimum of 30 credits must be Biology Department courses (BIOL, BOT, BTEC, MICR, or ZOOL prefixes), 20 of which must be upper-division. A minimum of nine Biology credits must be taken at UVU.
6 Complete discipline core and elective courses with a grade of "C-" or higher in each course.
7 Achieve a minimum overall GPA of 2.0 with a minimum GPA of 2.25 in Biology Department courses.
8 Complete the appropriate application for graduation form.

Recommended Electives:

and/or	Prefix	Number	Course Title	Credit	Prerequisite(s)
	BIOL	3600	Biological Chemistry	3	CHEM 2320
	BIOL	481R	Biology Internship	1-5	BIOL 1620 and approval
	BIOL	499R	Senior Thesis	1-2	BIOL 1620 and ENG 2020
	BOT	2050	Field Botany	3	BIOL 1010 recommended
	BOT	4300	Wildland Shrubs	3	BIOL 1010 or BIOL 1620
	BOT	4430	Plant Pathology	3	BIOL 1610
	BOT	4500	Introduction to Grasses	3	BOT 2050 or BOT 2100
	BOT	4700	Plant Tissue Culture	3	BIOL 1620
	BIOL	495R	Student research	1-4	BIOL 1620, CHEM 1210
	ENVT	2730	Introduction to soils	3	none
	GEO	1010	Introduction to Geology	3	none
and	GEO	1015	Introduction to Geology Lab	1	GEO 1010
	ZOOL	3430	Entomology	3	BIOL 1625
and	ZOOL	3435	Entomology Lab	1	ZOOL 3430

The USU horticulture courses (prefix PLSC) offered at UVU may be used as electives in the Botany B.S. degree. Please see UVU catalog and discuss these courses with the Biology Advisor or Horticulture program coordinator.

Course Prefix & Number	Title	Credit Hours
Core Courses		
	Sub-Total	109
Elective Courses		
	Sub-Total	13
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	122

New Courses to be Added in the Next Five Years

While no new courses are required for the proposed degree program, the following plant ecology course will be created (please see "Program Need" section above).

Prefix & Number	*Title*	*Credit Hours*
BOT 3650	Plant Ecology	4 (4:3:1)

Prerequisite: BIOL 1620 and BIOL 1625

Course Description: Examines principles of ecology with emphasis on plants as individuals, in populations and communities, and as a component of ecosystems. Includes weekly laboratory and required field trips.

NOTE: No new resources are needed to offer this course.

Appendix B: Program Schedule

SUGGESTED CURRICULUM PLAN: B.S. Degree in Botany

Courses requiring prerequisites should not be taken until prerequisites have been met. Prerequisites cannot be taken concurrently with courses requiring the prerequisite.

Year 1

Semester 1		Semester 2	
BIOL 1610/1615 College Biol I & lab	5	BIOL 1620/1625 College Biol II & lab	4
ENGL 1010 Intro to Writing	3	ENGL 2020 Intermed Writing Sci/Tech	3
MATH 1050 College Algebra	4	CHEM 1210 Principles of Chem I	4
American Institutions Course	3	CHEM 1215 Prin. of Chem Lab I	1
Humanities Course	3		
TOTAL	15	TOTAL	15

Year 2

Semester 3		Semester 4	
CHEM 1220 Principles of Chem II	4	BIOL 3500 Genetics	3
CHEM 1225 Prin. of Chem Lab II	1	CHEM 2310 Organic Chem I	4
MATH 2040 Princ. of Statistics (1)	4	CHEM 2315 Organic Chem Lab I	1
BOT 2400 Plant Kingdom	4	Social /Behavioral Science Course	3
PHIL 205G Ethics & Values	3	Fine Arts Course	3
TOTAL	16	HLTH 1100 Personal Health & Wellness or PES 1097 Fit for Life	2
Summer		TOTAL	16
BOT 2100 Flora of Utah (2)	3		

Year 3

Semester 5		Semester 6	
BIOL 3400 Cell Biology	3	BOT 4100 Plant Anatomy	4
BIOL 3700 General Ecology	4	BOT 4200 Vascular Plant Taxonomy	3
BIOL 3705 General Ecology Lab	1	BIOL 3800 Conservation Biology	3
CHEM 2320 Organic Chem II (3)	4	PHYS 2010 College Physics I	4
CHEM 2325 Organic Chem Lab II	1	PHYS 2015 Coll Phys I lab	1
Electives (4)	4		
TOTAL	15	TOTAL	15

Year 4

Semester 7		Semester 8	
BIOL 4500 Principles of Evolution	3	BIOL 494R Seminar	1
PHYS 2020 College Physics II (5)	4	BOT 4600 Plant Physiology	3
PHYS 2025 College Physics II Lab (5)	1	BOT 4605 Plant Physiology Lab	1
MICR 3450 General Microbiology	4	Electives (4)	7
Electives (4)	3		
TOTAL	15	TOTAL	12

Total Program Credits: 122

Notes:

(1) Students planning to attend graduate, dental or medical school should also take MATH 1060 Trigonometry, 3 cr; MATH 1210 Calculus I, 5 cr; and BIOL 3600 Biochemistry, 3 cr.

(2)BOT 2100 Flora of Utah, 3 cr, may be taken any summer.

(3) or CHEM 3020/3025 Environmental Chemistry & Lab, 4 cr.

(4) Select electives to meet the minimum Departmental, upper division credit, and residency requirements.

(5) or GEOG 1300 Survey of World Geography, 3 cr; and GEOG 3630 Intro to Geographic Information Systems, 4 cr.

Appendix C: Faculty

Current Biology Department full-time tenure track faculty with botanical expertise:
Number of faculty with Ph.D.'s: Tenured 5 Contract 0 Adjunct 0

Paul Bybee - Paleobotany
Jim Harris - Plant systematics
Olga Kopp - Plant physiology, genetics and molecular biology
Robert R. Robbins - Plant morphology and anatomy
Renee Van Buren - Rare plant biology, ecology, and conservation biology

UVU Faculty in support of the Program, all full-time tenure track with Ph.D.'s:

Name	Department	Discipline
Virginia Bayer	Biology	Human Physiology
Mark Bracken	Biology	Human Physiology
Fern Caka	Chemistry	Environmental Chemistry
Mike Caron	USU Horticulture	Horticulture
Daniel Fairbanks	Genetics (also CSH Assistant Dean)	
Larry Gray	Biology	Ecology, Invertebrate Zoology
Gamini Gunawardena	Chemistry	Organic Chemistry
Collen Hough	Biology	Biotechnology, Genetics
Jorma Kirsi	Biology	Microbiology
Ruhul Kuddus	Biology	Microbiology, Virology, Immunology
Heath Ogden	Biology	Biotechnology, Bioinformatics, Entomology
Bruce Parker	Biology	Cell Biology, Molecular Biology
Glendon Parker	Biology	Biotechnology, Biochemistry
Jim Price	Biology	Genetics, Cell Biology
Sam Rushforth	Biology	Phycology (also CSH Dean)
Mike Shively	Biology	Human Anatomy
Catherine Stephen	Biology	Evolution, Herpetology
Richard Tolman	Biology	Biology Education
Craig Thulin	Chemistry	Biochemistry
Wayne Whaley	Biology	Ornithology, Vertebrate Zoology
Heather Wilson-Ashworth	Biology	Human Physiology

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June 16, 2010

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Science Degree in Art Education – Action Item

Issue

The Utah Valley University Art and Visual Communications Department requests approval to offer a BS degree in Art Education effective Fall semester 2010. This action was approved by the UVU Board of Trustees on February 11, 2010.

Background

The Bachelor of Science in Art Education is a four-year program designed to provide local school districts with middle- and high-school faculty in arts education. The intent of the proposed program is to meet the need for professionally competent high school art teachers. Currently, the Art Department has 600 majors; the addition of an Art Education degree would offer more options to students.

The proposed degree consists of 120 credits: 35 credits of general education, 44 credits of AVC foundation and upper-division courses, 32 credits of secondary education courses, and 9 ART/ARTH electives to emphasize a single studio area within visual arts such as painting/drawing, illustration, photography, graphic design, printmaking, and art history; six of these elective credits must be upper division.

Some 15 tenured and tenure-track faculty, four contract, and 25 adjuncts support the entire Department and will support the proposed program. One additional faculty member will be hired to teach the two methods classes that will prepare students to be certified by the Utah State Office of Education in middle school and secondary Art Education.

A survey indicated that 40 students would be interested in the Art Education option. The proposed program would qualify them when there are openings for teachers in middle school and secondary art education.

While job opportunities are unclear, students continue to be interested in pursuing arts degrees. The proposed program will be supported by tuition collected in the two Art Education courses and by funds were given the institution to assist it in becoming a university.

Policy Issues

Questions were raised concerning the number of credit hours required in studio courses and a qualified teacher to teach the Art Education courses. Both questions were resolved in an updated proposal. An additional faculty member is expected to be hired during the first year. No other issues remained.

Recommendation

The Commissioner recommends the Regents approve Utah Valley University's request to offer a Bachelor of Science Degree in Art Education, effective Fall, 2010.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Bachelor of Science in Art Education

Utah Valley University

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

June 16, 2010

Section I: Request

The Utah Valley University Art and Visual Communications department requests approval to offer a BS degree in Art Education effective Fall semester 2010. This action was approved by the UVU Board of Trustees on February 11, 2010.

Section II: Program Description

Complete Program Description

The UVU Department of Art and Visual Communications (AVC) proposes a Bachelor of Science degree in Art Education. The AVC Department believes this art education program positively benefits secondary schools in the UVU service region. The Department has grown during the past decade to include over 600 majors, and a degree in Art Education complements the other degrees presently offered.

The Bachelor of Science in Art Education certifies students to teach art at the secondary level (junior high and high school). The BS degree consists of 120 credits-- 35 credits of General Education, 44 credits of Art and Visual Communications Foundation and upper-division courses, 32 credits of Secondary Education courses, and 9 ART/ARTH electives (at least 6 upper division) selected to emphasize a single studio area within visual arts. The areas of emphasis within the required 9 hours of electives are: Painting/Drawing, Illustration, Photography, Graphic Design, Ceramics, Printmaking, and Art History.

Purpose of Degree

"Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community" (UVU Mission Statement).

The proposed Art Education degree meets numerous aspects of the UVU mission. The baccalaureate degree in Art Education specifically "prepare[s] professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The degree also extends Utah Valley University's ability to "meet regional education needs" by producing qualified educators who teach in schools throughout Utah and in various settings in the community. In addition, the degree allows students and graduates "to foster engaged learning" within the creative arts while building a strong relationship within the community as teachers and artists.

This degree in Art Education supports the UVU institutional mission of providing more opportunities for students to contribute to the local, state, national, and global communities that the institution serves. This program will be the only such USHE program between Salt Lake City and Cedar City.

Institutional Readiness
The existing administrative structure – consisting of the department chair, administrative assistant, and academic advisors –is sufficient for the administration of this program. No new administrative support is required to deliver the program. This new program has no impact on the delivery of any other classes or degrees presently offered. This program utilizes curriculum in existing programs while offering students more options for education and employment.

Faculty
A search will take place this year for a new faculty member with a terminal degree in Art Education. The 19 existing full-time faculty and 25 adjunct faculty teach courses in this program that are also included in the BA/BS in Art and Visual Communications degree. Since enrollment in this degree will be limited to around 20 students, additional full-time or adjunct faculty are not needed.

Staff
No additional administrative, secretarial, or clerical staff is needed to support the program.

Library and Information Resources
The new UVU Digital Learning Center (DLC) provides on-line capabilities and sources that are beneficial to this program. This includes access to a variety of on-line encyclopedias and dictionaries (some of which are duplicated in print). Some specific resources for art and education include "Education Full Text", "Eric", "JSTOR", and "Art Full Text." These sources offer several electronic journals and databases related to Art Education. The new Master's Degree in Education at UVU has added and will continue to add many new resources to support that degree, which benefits the Art Education degree as well.

The DLC makes a major contribution to the development of scholarship opportunities for both faculty and students. UVU belongs to the Utah Academic Library Consortium (UALC). That membership includes a number of indexes, many of which focus on the visual arts and education. The statewide reciprocal borrowing agreement through UALC allows UVU students and faculty to check out materials from any Utah academic library, including BYU and Westminster. Books not found at UVU can be ordered through Interlibrary Loan (ILL).

Faculty and students, via the Utah Article Delivery Service, have access to nearly any electronic/print professional journal articles within a 48-hour period. The DLC makes such access more readily available than in the past at UVU. The new library is committed to supporting the arts.

Admissions Requirements
Students will apply for formal admission to the Secondary Education program in the semester prior to the beginning of their junior year. Students must maintain a minimum GPA of 2.75, successfully pass the Praxis I and II exams, and pass an interview directed by the Secondary Teacher Education Selection and Retention Committee.

Student Advisement
Art Education majors will use the two academic advisors presently serving all AVC department majors for issues relative to departmental courses and an academic advisor in Secondary Education for the education courses.

Justification for Graduation Standards and Number of Credits
This proposed degree program meets USHE requirements for BA and BS degrees. Students will take a variety of visual arts studio courses to provide a broad foundation. In addition to completing the General Education requirements, students will also take courses in art education and secondary education from instructors in the School of Education.

This degree requires 120 credits for graduation, which total is identical to the other arts education degrees offered in the School of the Arts. The standards for graduation and matriculation into the program are identical to those required in Theater Education, Dance Education, and Music Education at Utah Valley University.

External Review and Accreditation
Those involved in the preparation of this program proposal have reviewed comparable curricula in schools within the Utah System of Utah Higher Education and other similar institutions.

The Department of Art and Visual Communications will seek accreditation for all its programs, including Art Education, by the National Association of Schools of Art and Design (NASAD). In addition, this education-related program will be associated with the UVU School of Education, which is accredited by the Teacher Education Accreditation Council (TEAC), and as such will comply with all the quality issues, learning assessment, and other requirements associated with TEAC accreditation.

It is anticipated that NASAD accreditation will cost approximately $2,500 ($1,000 for a two-day review and $1,500 for travel and expenses of the reviewer). A NASAD review is expected within three years.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student –to-Faculty Ratio	Accreditation Req'd Ratio
1	12	1	12:1	If required
2	27	1	27:1	
3	30	1	30:1	
4	30	1	30:1	
5	33	1	33:1	

Expansion of Existing Program
N/A

Section III: Need

Program Need

Over the past decade, the Department of Art and Visual Communications has developed four-year degree programs in a number of areas. Enrollments have exploded in all areas within the Department; programs have expanded, and new full-time faculty have been hired to meet the needs of the expanding Department. Presently over 2,000 students are enrolled in visual art classes each semester with over 600 majors (in BA, BS, or BFA programs). The Art Education degree has been developed in response to student demand. The introductory courses offered in Art Education fill quickly. The Department has a list of more than 40 students who have indicated they would pursue an Art Education degree at UVU if it were available. There is a need to develop well-trained art teachers with the skills to prepare high school students interested in the visual arts in a fast-growing part of the state.

Labor Market Demand

In 2008 several sources guided the Department's interest in an Art Education degree with preliminary information. *Utah school districts face teacher shortage* by Jennifer Toomer-Cook, Laura Hancock and Tiffany Erickson from the Deseret News, August 20, 2007, indicated: "Utah's student enrollment is expected to grow from 540,000 to more than 680,000 students by 2014. At the same time, Utah will need 44,000 new teachers, according to a Utah Educator Supply and Demand study (USOE). The number of new teachers graduating from Utah colleges and universities dropped 13 percent between 2003 and 2006, the Utah Foundation reports." http://www.deseretnews.com/article/1,5143,695202503,00.html

An Art Education program is a valuable part of public education. The November 2009 Teaching Field Index of Criticality shows Art Education, along with many other disciplines, as having minimal teacher shortage. While this is important to note, the most compelling rationale for preparing Art Education teachers at UVU is the power the arts possess to enrich and enhance human life. The arts embrace diversity and difference and tune individual and collective sensibilities to appreciate that which lifts and edifies. As such, Art Education is central to quality education.

An Art Education program prepares teachers to prepare students who become contributing members of their communities. Properly trained and enthusiastic art teachers can inspire and motivate students who plan to become art teachers. From students who are qualified to teach art, successive generations of students will come to love art, create art, write and talk about art, and introduce others to the visual arts.

The need for degrees such as Art Education is addressed in an article from "Thinking Creatively and Thinking Globally: The Role of the Arts in Building the 21st Century American Workforce" from the National Arts Policy Roundtable, 2007.
http://www.artsusa.org/pdf/information_services/research/policy_roundtable/2007_essays.pdf

> Business leaders increasingly acknowledge critical thinking, creativity, and innovation as among the top applied skills necessary for workers at all levels in all industries to succeed in the new economy. Yet, our nation's education system remains geared more toward the 19th century industrial economy rather than prepared to meet the challenges of life and work in the 21st century.

> Amid the growing consensus that business as usual can no longer be tolerated in our educational system is also a budding recognition among policymakers that the arts may provide some solutions to the global competitive challenge. Many of the same reports that identify the crisis in education have also directly called for reinforcing the role the arts play in developing 21st century skills needed in order for students to compete and succeed in the new global economic environment. *The Governor's Commission on the Arts in Education Findings and Recommendations* report (Education Commission on the States, July 2006) focused on the importance of arts education to the development of a flourishing creative national economy, suggesting that 'the Creative Economy...relies upon people who can think creatively, adapt quickly to new situations, and problem-solve. This industry, which is growing at a faster pace than total U.S. business growth, increases the demand for workers with the skills that are gained through the arts in education.'

Implementation of an Art Education program at UVU presents an important opportunity to address the issues raised in this article; moreover, the visual arts help fill the aesthetic and creative voids business leaders have recognized.

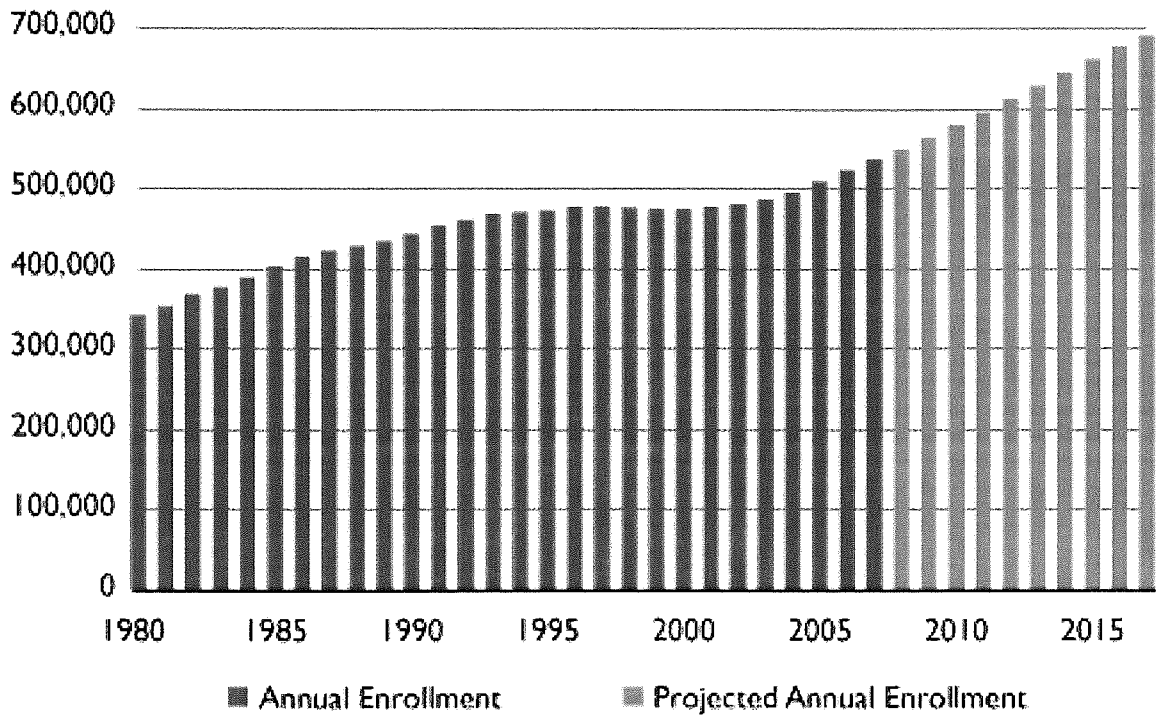
Population growth in the UVU service area suggests a steady (and increasing) need for qualified teachers. Among the needed teachers are those who teach the arts. In the article "The Impacts of Utah's Population Growth," Oct. 9, 2008, http://www.utahfoundation.org/reports/?page_id=270, a study is cited that says the following:

> According to population analysts, Utah will continue to experience significant increases in public school enrollment over the next decade and beyond. This increase is due to both the natural increase in the state's population and net in-migration. For instance, natural increase accounted for about 73% of the growth between 2006 and 2007, the result of the grandchildren of the Baby Boom generation beginning to reach school age. The remaining growth in enrollment between these two years is attributed to net in-migration to the state. Between 2004 and 2007, the Tooele School District experienced the fastest average annual growth of all public school districts in Utah with a 5.6% average annual growth rate. Several school districts experienced negative growth rates during these four years, among which were Salt Lake, Granite, Logan, and Provo. Charter school enrollment also increased during these years, growing from 6,237 students in 2004 to 22,196 students in 2007.
>
> Higher education enrollment in Utah has more than doubled over the past 20 years. Although enrollment decreased from 2006 to 2008 (partly due to increased immigration to Utah by population groups who are labor market driven and have lower educational attainment), the higher-education system is actively working to encourage greater student participation. Enrollment is projected to increase over the next ten years, increasing by more than 8% between 2008 and 2009. Part of this increase may be due to the slowing economy; more people tend to enroll in higher education during economic downturns as people are laid off and competition for jobs increase. Even with this one-year increase, however, growth in fall enrollment is expected to be much slower than what was experienced during the early 1990s. (see chart below)

There is no question that the projected enrollment studies present very real challenges for the state, especially for the area comprising Utah County and the other counties nearby. The need for schools and teachers is obvious. The importance of a well-educated population was discussed in detail by Thomas Jefferson in his earliest writings on the correlation between democracy and public education. A well-balanced public education includes art within its curriculum. Self expression, aesthetic awareness, and the

development of mature critical thinkers/writers are among the goals and benefits found in serious art programs. An Art Education program at UVU will develop members of a workforce who have strong creative and critical thinking abilities and who can adapt to a changing economy.

Figure 3: Utah's Public School Enrollment, Actual and Projected, 1980-2017



Source: Utah State Office of Education, School Enrollment Counts and Interagency Common Data Committee.

Student Demand

Over the past ten years, the number of students inquiring about the availability of a degree in Art Education at UVU has increased steadily. In a Fall 2008 survey, over 120 students expressed a need for the degree; 60 students indicated they would seriously consider pursuing an Art Education degree at UVU. Students indicated such a degree broadens their employment options. In 2009-2010 alone, more than 40 students expressed a desire to pursue such a degree if it were available. Currently, students have to transfer to other institutions in order to pursue a degree in Art Education.

Similar Programs

The following institutions of higher education in Utah offer a baccalaureate in Art Education at the Secondary level:

Public:

1. Southern Utah University: BFA – Art Education, Secondary Level
2. University of Utah: BFA – Art Education, Secondary Level
3. Weber State University: BA and BS – Art Education, Elementary & Secondary

4. Utah State University: BFA – Art Education, Secondary Level

Private:

1. Brigham Young University: BA – Art Education, K-12 (Elementary, Middle and High School)
2. Westminster College: BA – Teaching Major in Art, Secondary Level

Currently, each major university in Utah has an Art Education, secondary licensure degree. If a student at UVU wants to become a certified secondary art teacher, he/she must transfer to another institution. The demand among AVC students for this degree program indicates it meets their interests and career goals.

Collaboration with and Impact on Other USHE Institutions

UVU continues to work with representatives of the other USHE institutions in the Majors Meetings each year, and anticipates further expansion of participatory activities in the future. It is anticipated that the approval of an Art Education program at UVU will serve students who have made UVU their institution of choice and will not negatively impact existing Art Education programs at other USHE institutions

Benefits

The addition of an Art Education degree contributes to the comprehensive set of degrees offered at UVU and benefits the student population in central Utah that is interested in pursuing this degree. The continued population growth in Utah County (and surrounding counties), suggests the need for broad educational opportunities. This degree will prepare teachers who will bring the visual arts to secondary school students and to various community programs throughout the region.

Consistency with Institutional Mission

The BS in Art Education supports the UVU institutional mission to "prepare professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The degree extends Utah Valley University's ability to "meet regional education needs" by producing qualified educators who teach in schools throughout Utah as well as in the community. The degree would allow students and graduates "to foster engaged learning" within the creative arts while building a strong relationship within the community. This program will be the only such USHE program between Salt Lake City and Cedar City, and supports the UVU mission of serving as a regional center for quality education and economic development.

Section IV: Program and Student Assessment

Program Assessment

The Department of Art and Visual Communications, which is responsible for the administration of the Art Education degree, will seek full accreditation through NASAD and, by association with the School of Education, by TEAC. Among the characteristics of the two accreditation groups is the requirement that participating institutions focus on the importance of measuring the learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives are articulated and efforts made to continually improve the key processes for defining and meeting those objectives for all involved, including students, faculty, and the institution.

Expected Standards of Performance

Program Goals:

1. Faculty development is sustained in accordance with the guidelines established through existing accreditation requirements (NASAD, TEAC).
2. Curriculum is evaluated and updated to maintain a quality level consistent with discipline-specific standards.
3. Student learning and satisfaction are monitored. Evaluation criteria are conducted to assure success in student learning and graduation levels.
4. Employers are surveyed to determine quality of program graduates.

Goal Measurement:

1. Periodic assessments of faculty teaching and creativity/scholarship activities are monitored and recommendations for improvement provided.
2. Students are evaluated through a variety of assessment measures including discipline-specific exams, written reviews, and personal interviews.
3. Students are monitored in terms of successful art activities throughout the course of their academic experience.
4. Enrollment and graduation trends are monitored.
5. Post-graduation employment and placement are monitored.

Educational Objectives:

1. Students have basic discipline knowledge and are able to apply that knowledge and integrate those skills.
2. Students should be able to adapt to changing environments.
3. Students should have strong oral and written communication capabilities.
4. Students should develop expertise in creative activities.
5. Students should be prepared for employment or graduate education.

In addition to the overall assessment outlined above, basic General Learning Competencies that focus on an evaluation of program and student outcomes in connection with core course competencies will be tracked. These include:

Learning Competencies:

1. Ethical and Personal Perspectives
2. Teamwork and Interpersonal Skills
3. Verbal and Written Communication
4. Information Technology
5. Diverse Environment of a Global Nature
6. Quantitative Analysis
7. Critical and Analytical Thinking
8. Adaptability and Life-Long Learning

Various methods will be used to assess the learning outcomes of students in the Art Education program as a part of the wider Department of Art and Visual Communications learning outcomes assessment process.

In addition, UVU institutional effectiveness leaders will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: Content/Learning; Post-Graduation Outcomes; Measures of Student Satisfaction.

Content/Learning will be evaluated at the School of the Arts level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations administered via exams, written evaluations, and personal interviews. There will be an ongoing review of Post-Graduation Outcomes that will assess student success in employment or graduate programs. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Surveys of Student Satisfaction will be conducted at all levels of the program.

Faculty, students, and advisors will be active participants in learning outcome assessments and the program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback used in an effort to generate continuous improvement in all these activities.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE*	0.00	2.40	3.00	3.00	3.00
Cost Per FTE	N/A	$8,406	$6,987	$7,260	$7,544
Student/Faculty Ratio	N/A	9.60	12.00	12.00	12.00
Projected Headcount	12	27	30	30	33
Projected Tuition					
Gross Tuition	$0	$8,314	$9,564	$9,564	$9,564
Tuition to Program	See note	See note	See note	See note	See note
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	$0	$12,740	$13,250	$13,780	$14,331
Benefits	$0	$6,935	$7,213	$7,501	$7,801
Subtotal Total Personnel	$0	$19,675	$20,462	$21,281	$22,132
Current Expense	$500	$500	$500	$500	$500
Travel	$0	$0	$0	$0	$0
Capital	$0	$0	$0	$0	$0
Library Expense	$0	$0	$0	$0	$0
Total Expense	$500	$20,175	$20,962	$21,781	$22,632

Revenue					
Legislative Appropriation	$0	$0	$0	$0	$0
Grants & Contracts	$0	$0	$0	$0	$0
Donations	$0	$0	$0	$0	$0
Reallocation	$500	$11,862	$11,398	$12,217	$13,068
Projected Tuition	$0	$8,314	$9,564	$9,564	$9,564
Fees					
Total Revenue	$500	$20,176	$20,962	$21,781	$22,632
Difference					
Revenue-Expense	$0	$0	$0	$0	$0

* The low numbers of FTE reflect only those students taking the to additional Art Education courses.

Budget Comments/Notes

UVU does not allocate tuition revenues directly to any program. The projected gross tuition is only available because UVU's enrollments are increasing. A portion of the $10 million UVU received for university transition was to support new and proposed academic programs. A new faculty position to support the BS in Art Education was allocated from those funds beginning 2007-08. The individual hired for this position will have his/her teaching adjusted to allow him/her to teach two new upper-division courses.

Funding Sources

See comments/notes above.

Reallocation

N/A.

Impact on Existing Budgets

The budgetary impact of the new Art Education degree is minimal. The proposed degree will be administered by the Department of Art and Visual Communications, which is already well established and will, therefore, not require any additional advising personnel, administrative staff, or other related administrative expenditures. Institutional funds have been provided for one additional faculty member with an advanced degree in Art Education. No additional funds are required to initiate and offer this degree. Administrative support, technical support, and advising staff are at sufficient levels to support and maintain this degree in Art Education in the foreseeable future.

Projected tuition, if there are twenty students admitted to the program, results in approximately $65,000 per year. A new faculty position to support the new Art Education program was allocated from funds given to UVU for its transition into a university, in support of new and proposed academic programs. A search for a new faculty member with a terminal degree in Art Education will take place this year.

Appendix A: Program Curriculum

All Program Courses

BS in Art Education			120 Credits
Matriculation Requirements:			
	Students will apply for formal admission to the Secondary Ed program in the semester prior to the beginning of their junior year. Admission criteria include:		
1	PRAXIS I Pre-Professional Skills Test (PPST) scores of Reading 170 and Mathematics 173 or higher.		
3	Completion of all General Education requirements and two pre-professional education courses.		
2	GPA of 2.75 or higher.		
4	An interview directed by the Teacher Education Selection and Retention Committee.		
5	Pass a criminal background check.		
General Education Requirements:			35.0 Credits
•	ENGL 1010 Introduction to Writing **(3.0)**		3.0
•	ENGL 2010 Intermediate Writing--Humanities/Social Sciences **(3.0)**		
or	ENGL 2020 Intermediate Writing--Science and Technology **(3.0)**		3.0
	Complete one of the following:	3.0	
•	MATH 1030 Quantitative Reasoning **(3.0)**		
•	MATH 1040 Introduction to Statistics **(3.0)**		
•	MATH 1050 College Algebra **(4.0)**		
	Complete one of the following:	3.0	
•	HIST 1700 American Civilization **(3.0)**		
•	HIST 1740 US Economic History **(3.0)**		
•	HIST 2700 US History to 1877 **(3.0)**		
and	HIST 2710 US History since 1877 **(3.0)**		
•	POLS 1000 American Heritage **(3.0)**		
•	POLS 1100 American National Government **(3.0)**		
	Complete the following:		
•	PHIL 2050 Ethics and Values **(3.0)**		3.0
•	HLTH 1100 Personal Health and Wellness **(2.0)**		
or	PES 1097 Fitness for Life **(2.0)**		2.0
	Distribution Courses:		
•	Biology		3.0
•	Physical Science		3.0
•	Additional Biology or Physical Science		3.0
•	Humanities		3.0
•	Fine Arts		3.0
•	Social/Behavioral Science		3.0

Discipline Core Requirements:		85.0 Credits
• ART 1010	Introduction to Visual Arts **(3.0)**	3.0
• ART 1050	Photography I **(3.0)**	3.0
• ART 1110	Drawing I **(3.0)**	3.0
• ART 1120	2D Design **(3.0)**	3.0
• ART 1130	3 D Design **(3.0)**	3.0
• ART 1650	Watermedia I **(3.0)**	3.0
• ART 2630	Painting I **(3.0)**	3.0
• ART 2680	Introduction to Printmaking **(3.0)**	3.0
• ART 3500	Secondary Art Education Methods I **(3.0)**	3.0
• ART 3510	Secondary Art Education Methods II **(3.0)**	3.0
• ARTH 2710	History of Art to the Renaissance **(3.0)**	3.0
• ARTH 2720	History of Art from the Renaissance **(3.0)**	3.0
• ART 200R	Art and Visual Communications Lectures (must be repeated) **(1.0)**	2.0
•	Two upper-division ARTH classes	6.0
•	Three advisor-approved ART courses	9.0
	Prerequisite Secondary Education Requirements:	
• EDSC 2540	Development of the Adolescent Student **(2.0)**	2.0
• EDSP 3400	Exceptional Students **(2.0)**	2.0
	Secondary Education Licensure Requirements:	
• EDSC 3000	Educational Psychology **(3.0)**	3.0
• EDSC 3050	Foundations of American Education **(2.0)**	2.0
• EDSC 3250	Instructional Media **(2.0)**	2.0
• EDSC 4200	Classroom Management I **(2.0)**	2.0
• EDSC 4250	Classroom Management II **(2.0)**	2.0
• EDSC 4440	Content Area Reading and Writing **(3.0)**	3.0
• EDSC 445G	Multicultural Instruction ESL **(2.0)**	2.0
• EDSC 4550	Secondary Curriculum Instruction and Assessment **(4.0)**	4.0
• EDSC 4850	Student Teaching--Secondary **(4.0)**	8.0

Graduation Requirements:

1 Completion of a minimum of 120 semester credits, with a minimum of 40 credits of upper division credit.

2 Overall grade point average of 2.75 or higher with no grade lower than B- in Secondary Education courses.

3 Completion of GE and specified departmental requirements.

4 Students must complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

New Courses to be Added in the Next Five Years

N/A.

Appendix B: Program Schedule

Art & Visual Communications
BS Art Education

Fall 2010

Course Number	Title	Credits
ENGL 1010	Introduction to Writing	3
	MATH 1030/1040/1050	3-4
	Fine Arts GE	3
ARTH 2710	Art History to the Renaissance	3
	HLTH 1100 or PES 1097	2
Total:		14-15

Spring 2011

Course Number	Title	Credits
ENGL 2010/2020	Intermediate Writing	3
	Physical Science GE	3
	American Institutions GE	3
ARTH 2720	Art History from the Renaissance	3
ART 1010	Introduction to Visual Arts	3
Total:		15

Fall 2011

Course Number	Title	Credits
PHIL 2050	Ethics & Values	3
	Biology GE	3
	Humanities GE	3
ART 1110	Drawing I	3
EDSC 2540	Development of the Adolescent Student	2
Total:		14

Spring 2012

Course Number	Title	Credits
	Biology or Physical Science GE	3
	Social/Behavioral Science GE	3
ART 1050	Photography I	3
ART 1120	2D Design	3
EDSP 3400	Exceptional Students	2
Total:		14

Fall 2012

Course Number	Title	Credits
ART 1650	Watermedia I	3
ART 1130	3D Design	3
ART 2680	Introduction to Printmaking	3
	Upper Division ARTH Elective	3
	Approved ART elective	3
Total:		15

Spring 2013

Course Number	Title	Credits
ART 2630	Painting I	3
ART 200R	AVC Lectures	1
	Upper Division ARTH Elective	3
	Approved ART elective	3
	Approved ART elective	3
Total:		13

Fall 2013

Course Number	Title	Credits
ART 3500	Secondary Art Methods I	3
ART 200R	AVC Lectures	1
EDSC 3000	Educational Psychology	3
EDSC 3050	Foundation of American Education	2
EDSC 4550	Sec. Curriculum Instruction and Assessment	4
Total:		13

Spring 2014

Course Number	Title	Credits
ART 3510	Secondary Art Methods II	3
EDSC 3250	Instructional Media	2
EDSC 4200	Classroom Management I	2
EDSC 4440	Content Area Reading and Writing	3
EDSC 445G	Multicultural Instruction/ESL	2
Total:		12

Fall 2014

Course Number	Title	Credits
EDSC 4850	Student Teaching - Secondary	8
EDSC 4250	Classroom Management II	2
Total:		10

GRAND TOTAL: 120

Appendix C: Faculty

Full-Time Faculty

Bule, Steven — Professor. Tenured, at UVU since 1999.
Ph.D., Art History – Ohio State University.
BA, Italian – Brigham Young University.
BA, Art History – Brigham Young University.

Davis, Courtney — Lecturer, at UVU since 2007.
J.D. – Brigham Young University.
MA, Art History – Brigham Young University.
BA, Art History – Brigham Young University.

DeWitt, Robert — Professor. Tenured, at UVU since 1986.
MFA, Art/Painting – Brigham Young University.
MA, Art History – Brigham Young University.
BA, Art/Painting – Brigham Young University.

Elder, Ray — Assistant Professor, at UVU since 2009.
MA, Smart Design – University of Huddersfield, UK
BFA, Fine Arts – Brigham Young University.

Fullmer, Howard —Lecturer (Digital Foundations), at UVU since 2010.
MFA, Visual Communications – Norwich University, Connecticut.
BFA, Illustration – Brigham Young University.

Downing, Catherine — Professor. Tenured, at UVU since 1996.
MFA, Painting – University of South Florida.
BFA, Drawing – University of Florida.
Experience in the high school classroom.

Frazier, Barbara — Lecturer, at UVU since 2004.
BFA, Photography – Utah Valley University.

Godfrey, Jim — Associate Professor. Tenured, at UVU since 2002.
MFA, Graphic Design – Utah State University.
BFA, Advertising Design – Utah State University.

Jensen, Brian — Assistant Professor. Tenure track, at UVU since 2007.
MFA, Ceramics, Edinboro University of Pennsylvania.
BS, Ceramics, Southern Utah University.
Experience in the high school classroom.

Lisonbee, Laurie—Lecturer (foundations), at UVU since 2010.
MFA, Painting/Drawing – California State University, Fullerton.
BA, Painting – Brigham Young University.

Lovell, Travis—Lecturer, Photography, at UVU since 2006.
MFA, Photography – University of Maine (completion date 2011).
BFA, Photography – Brigham Young University.

Parkinson, Susan — Associate Professor. Tenured, at UVU since 1994.

MA, Fine Arts – Utah State University.
BA, Art Education – Weber State University.
Experience in the high school classroom.

Schuler, Tawni—Visiting Artist, Painting, at UVU since 2009.
MFA, Painting–Arizona State University.
BFA, Painting and Drawing –University of Montana.

Seegmiller, Don — Assistant Professor, at UVU since 2009.
BFA, Illustration – Brigham Young University.

Stewart, Perry — Associate Professor. Tenured, at UVU since 2000.
MFA, Illustration – Utah State University.
BFA, Illustration – Utah State University.

Steele-Makasci, Nancy — Lecturer, at UVU since 2004.
MFA, Printmaking & Drawing – University of Nebraska.
MA, Visual Arts – Ball State University.
BA, Art Education & German Teaching—Ball State University.
Experience in the high school classroom.

Talbert, Mark — Associate Professor. Tenured, at UVU since 2003.
MFA, Ceramics/Sculpture – Utah State University.
MA, Ceramics/Sculpture – Indiana University of Pennsylvania,
BA, Art Education – Fairmont State College.
Experience in the high school classroom.

Wilkey, Patrick — Assistant Professor. Tenure track, at UVU since 2007.
MFA, Graphic Design – Utah State University.
BFA, Graphic Design – Utah State University.

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June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University—Associate of Applied Science Degree in Wildland Fire Management; and the Discontinuation of the Emphasis in Wildland Fire Management within the Emergency Services AAS Degree–Action Item.

Issue

Utah Valley University requests approval to offer an Associate of Applied Science (AAS) Degree in Wildland Fire Management, beginning Fall Semester 2010. The Emphasis in Wildland Fire Management within the Emergency Services AAS Degree will be discontinued. This program was approved by the Utah Valley University Institutional Board of Trustees on February 11, 2010.

Background

The Emergency Services department at Utah Valley University currently offers an Associate of Applied Science degree in Emergency Services with three emphases: Fire Officer, Firefighter/ Paramedic, and Wildland Fire Management. The original AAS in Wildland Fire Management emphasis was created to meet the needs of the wildland firefighting community. The new degree does not share a common core with the AAS in Emergency Services degree and is a separate degree for a specific audience. In addition, the new degree does not differ from the existing Wildland Fire Management emphasis and is the same program of study, but a proposed separate degree.

Each AAS degree will prepare students for a profession in either municipal firefighting or wildland firefighting. At the conclusion of their studies, graduating students should be prepared to pass state and national written and manipulative certification exams associated with each program.

There are more than 240 municipal fire departments in Utah in addition to county, state, and federal firefighting agencies. All wildland firefighting positions require national certifications for initial and subsequent hires. The Utah Fire Service Certification System certifies more than 500 firefighters at the basic and officer levels each year, and approximately one-third are UVU students.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Associate of Applied Science Degree in Wildland Fire Management, and the Discontinuation of the Emphasis in Wildland Fire Management within the Emergency Services AAS Degree, effective Fall Semester, 2010.

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 Wildland Fire Management; and the Discontinuation of the Emphasis in Wildland Fire Management within the Emergency Services AAS Degree

Utah Valley University

Prepared for
William A. Sederburg
By
Gary Wixom

June 16, 2010

Section I: The Request

The Emergency Services department requests approval to 1) offer Associate of Applied Science degree in Wildland Fire Management; and 2) discontinue the Wildland Fire Management emphasis in the AAS in Emergency Services at Utah Valley University effective Fall Semester, 2010. This action was approved by the UVU Board of Trustees on February 11, 2010.

Section II: Program Description

Program Description

The Emergency Services department at Utah Valley University currently offers an Associate of Applied Science in Emergency Services degree with a Wildland Fire Management emphasis. The new degree will not share a common core with the AAS in Emergency Services degree, and will be a separate degree for a specific audience. In addition, the new degree does not differ in content from the existing Wildland Fire Management emphasis, but will be a proposed separate degree.

The Emergency Services Department works closely with the Utah Fire and Rescue Academy (UFRA) to offer this program of study. UFRA receives a grant to provide Wildland training and education throughout the state of Utah. There are no expenses to the academic department other than administrative oversight. UFRA pays all instructional expenses and course delivery costs.

Purpose of Degree

The original Wildland Fire Management emphasis was created to meet the needs of the Wildland firefighting community. The degree prepares students for a profession in Wildland Firefighting as a seasonal or full time wildland firefighter.

At the conclusion of their studies, graduating students should be prepared to pass state and national written and manipulative certification exams associated with the program.

Institutional Readiness

Existing administrative structures have supported the program since the original degree was implemented. There are no significant changes to the organizational structure of the new "stand-alone" degree so UVU is well positioned to offer the proposed degree.

Faculty

Current Faculty			
	Tenure	Contract	Adjunct
Number of Faculty with Doctoral degrees:	1		
Number of Faculty with Master's degrees:	5	1	
Number of Faculty with Bachelor's degrees:			50

Additional Faculty Required*			
	Tenure	Contract	Adjunct
Number of Faculty with Doctoral degrees:			
Number of Faculty with Master's degrees:	1		
Number of Faculty with Bachelor's degrees:			

*The existing program is taught by full time faculty and adjunct faculty. Changes/modifications to the degree do not increase the demand for additional faculty. One additional tenure track faculty will be needed if growth expectations are reached.

Most full time faculty do not have wildland experience and the existing program uses adjuncts to teach each course. A dedicated wildland faculty (full time, tenure track) is needed for continuity and program oversight. However, due to the nature of the program, adjunct faculty with current professional credentials is important for delivery.

Staff

The existing wildland program is managed through the Utah Fire and Rescue Academy (UFRA), with minimal expense to the academic department. UFRA has a dedicated staff to oversee all aspects of the program. The academic department will continue to utilize these resources and provide advising (including registration) services to students. UFRA will continue to oversee all other functions.

Library and Information Resources

The Emergency Services department has a satellite library that is well equipped and meets the needs of the existing program. In addition, additional resources are available on the main UVU campus and through State and Federal sources.

Admission Requirements

Most students entering the Wildland program are either traditional students or those who are already employed in the industry. The National Wildland Coordinating Group (NWCG) specifies prerequisites for each class. Admission requirements are established by federal/state guidelines. However, traditional students are enrolled in an entry-level course that is considered "open enrollment." To continue with the program, students must satisfactorily pass this course and meet additional physical fitness requirements.

Student Advisement

The department has a full time advising staff to meet student needs. Requests for additional advisors have been communicated through the PBA process to meet overall growth in the department.

Justification for Graduation Standards and Number of Credits

The program is within the acceptable USHE graduation standards.

External Review and Accreditation
Representatives from Utah State Lands and Forestry were used to identify curriculum for the program. In addition, employees of UFRA identified specific NWCG courses and recommended course sequence. The NWCG catalog specifies minimum requirements for each course, including outcomes, traits, course hours, and instructor qualifications.

State Standards and Training is the Advisory Board for the Utah Fire and Rescue Academy and includes representatives from volunteer, career, industrial, and wildland fire departments/agencies.

The emergency services program is accredited by the International Fire Service Accreditation Congress Degree Assembly. In addition, UFRA's certification program is accredited by International Fire Service Accreditation Congress Certificate Assembly.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student -to-Faculty Ratio	Accreditation Req'd Ratio
1	400	0 (FT), 3 (PT)	20:1	N/A
2	410	0 (FT), 3 (PT)	20:1	N/A
3	420	1 (FT), 3 (PT)	20:1	N/A
4	430	1 (FT), 3 (PT)	20:1	N/A
5	440	1 (FT), 3 (PT)	20:1	N/A

Expansion of Existing Program
Headcount for the wildland fire management introductory course is the best indicator of future enrollment trends. Headcount for Fall 2008 was approximately 30 students and headcount for Fall 2009 was approximately 60 students. Although many wildland fire management courses have been available since 2006, they were not offered in a format conducive to employed firefighters. Future courses will be offered in a Block/Evening/Weekend delivery format. It is expected that enrollment in the program and graduation rates will increase.

Section III: Need

Program Need
The Associate of Applied Science in Emergency Services and Associate of Applied Science in Wildland Fire Management degrees are applied technological programs intended to prepare graduating students to successfully pass state and national exams. This outcome fits perfectly with the role and mission of the Utah System of Higher Education for Type II institutions.

As previously stated, this proposal is not for a new program/degree, but is intended to create a "stand-alone" AAS, as opposed to an emphasis in an existing AAS.

Labor Market Demand
There are over 240 municipal fire departments in Utah in addition to county, state, and federal firefighting agencies. All wildland firefighting positions require national certifications for initial and subsequent hire. Most municipal firefighting positions require state certification for initial hire and subsequent promotion. In addition, all paramedics are required to have professional certification to operate in that capacity.

The Utah Fire Service Certification System certifies more than 500 firefighters at the basic and officer levels each year and approximately 1/3 are UVU students. In 2009, 382 individuals were certified to the Wildland Firefighter I level.

The Emergency Services program is the only program of its kind in the state and the leader in emergency services education in the intermountain region. Enrollment in courses has nearly doubled since 2008 and demand for an applied degree in emergency services is on the rise.

Student Demand
The best indicator of future student demand is past student demand. As previously mentioned, the AAS Wildland Fire Management degree has been offered in its present form for the past few years. Although enrollment has doubled since 2008, it is expected that when the economy stabilizes, demand will return to a modest growth (3%-5%) each year. Fall 2009 FTE for the entire department was over 275 and headcount was over 1100.

Similar Programs
There are no similar firefighting and wildland fire management programs offered in the USHE. University of Utah, Weber State, and Dixie State College offer Emergency Care (Paramedic) programs.

Collaboration with and Impact on Other USHE Institutions
General Education requirements for the degree may be transferred in as needed. All major course work will be taken at UVU. Experiential credit may be offered for professional certification levels not to exceed a total of 16 credits.

Benefits
This program meets first responder needs in the state by creating a qualified workforce that is able to respond to hazards associated with wildland firefighting. In addition, the program helps increase the professionalism of career wildland firefighters by helping them meet minimum educational requirements for hiring and/or promotion.

Consistency with Institutional Mission
The Associate of Applied Science in Emergency Services and Associate of Applied Science in Wildland Fire Management degrees are applied technological programs intended to prepare graduating students to successfully pass state and national exams. This outcome fits perfectly with the role and mission of the Utah System of Higher Education for Type II institutions.

Section IV: Program and Student Assessment

Program Assessment

1. Goal: A minimum of 70% of students will pass the state examination requirements for Wildland Firefighter I.
2. Measurement: Review of state certification scores for all students enrolled in ESWF 1400.

3. Goal: A minimum of 70% of graduating students seeking an occupation in the wildland industry will find related employment within the first 5 years of graduation.
4. Measurement: Administering regular surveys to graduating students.
5. Goal: A minimum of 70% of employers will rate graduating students as "satisfactory" or better during the first 5 years following graduation
6. Measurement: Administering regular surveys to graduating students.

Expected Standards of Performance

1. Recognize measures that minimize fire-related threats to life and property.
2. Recognize the differences between the Single Resource Boss and Incident Commander.
3. Recognize the need to apply the Incident Command System (ICS) in various situations.
4. Discernment of proper communication with crews in pre-incident conditons and needs, current fire situations, and post incident debriefs.
5. Understanding of the tasks of an Ignition Specialist Type II and Single Resource Boss.
6. Awareness of the knowledge and skills to perform the tasks of the positions in the Incident Command System (ICS).

Section V: Finance

As this proposal is to create a stand-alone AAS degree from an existing emphasis and no new courses are proposed, this degree will require no additional financial resources. Thus, the financial analysis form is not required.

Budget Comments

As this proposal is to create a stand-alone AAS degree from an existing emphasis and no new courses are proposed, this degree will require no additional financial resources.

Funding Sources

Degree will use existing revenue from university and Utah Fire and Rescue Academy. No new resources are required.

Reallocation

N/A.

Impact on Existing Budgets

This proposal does not increase the need for additional full-time faculty or staff that has already been identified through PBA and other initiatives.

The Emergency Services Department works closely with the Utah Fire and Rescue Academy (UFRA) to offer this program of study. UFRA receives a grant to provide Wildland training and education throughout the state of Utah. There are no expenses to the academic department other than administrative oversight. UFRA pays all instructional expenses and course delivery costs.

Appendix A: Program Curriculum

AAS in Wildland Fire Management	63 Credits
General Education Requirements:	16.0 Credits
• ENGL 1010 Introduction to Writing **(3.0)**	0.0
• ESFO 1350 Fire Protection Hydraulics and Water Supply **(3.0)**	3.0
or MAT 1010 Intermediate Algebra **(4.0)**	
or MAT 1000 Integrated Beginning and Intermediate Algebra **(5.0)**	
• Any approved Humanities, Fine Arts, or Foreign Language Distribution Course (COMM 1020 Recommended)	3.0
• Any approved Behavioral Science, Social, or Political Science Distribution Course (PSY 1010 or SOC 1010 Recommended)	3.0
• Any approved Biology or Physical Science Distribution Course	3.0
• Any approved Physical Education, Health, Safety or Environment Course (PES 1097 recommended)	1.0
Discipline Core Requirements:	18.0 Credits
Choose 18 credits from the following:	18.0
• ESWF 1310 S131 Firefighter Type 1 **(0.5)**	
• ESWF 1330 S133 Look Up Look Down Look Around **(0.5)**	
• ESWF 1400 Wildland Firefighting Fundamentals **(4.0)**	
• ESWF 1410 Wildland Firefighter Internship I **(5.0)**	
• ESWF 1420 Wildland Firefighter Internship II **(5.0)**	
• ESWF 2000 S200 Initial Attack Incident Commander Type 4 **(1.0)**	
• ESWF 2010 I200 Basic Incident Command System **(1.0)**	
• ESWF 2110 S211 Portable Pumps and Water Use **(1.5)**	
• ESWF 2150 S215 Fire Operations in the Wildland Urban Interface **(2.0)**	
• ESWF 2301 S230 Crew Boss Single Resource **(2.0)**	
• ESWF 2340 S234 Ignition Operations **(2.0)**	
• ESWF 2430 Wildland Firefighter Internship III **(5.0)**	
• ESWF 2600 S260 Interagency Incident Business Management **(1.0)**	
• ESWF 2700 S270 Basic Air Operations **(1.0)**	
• ESWF 2800 L280 Followership to Leadership **(1.0)**	
• ESWF 2900 S290 Intermediate Wildland Fire Behavior **(2.0)**	
Elective Requirements:	29.0 Credits
• Any Emergency Services or Advisor approved courses	29.0
Graduation Requirements:	
1 Completion of a minimum of 63 semester credits.	
2 Overall grade point average of 2.0 (C) or above.	
3 Residency hours -- minimum of 20 credit hours through course attendance at UVU.	
4 Completion of GE and specified departmental requirements.	

New Courses to be Added in the Next Five Years

N/A

Appendix B: Program Schedule

Semester I: Course Prefix & Number	Title	Credit Hours
GE and Core Courses	Choose 18 credits from the following:	
	ENGL1010 Introduction to Writing	3.0
	ESFO 1350 Fire Protection Hydraulics and Water Supply	3.0
	Or MAT 1010	
	Or MAT 1000	0.5
	ESWF1310 S131 Firefighter Type 1	0.5
	ESWF1330 S133 Look Up Look Down Look Around	4.0
	ESWF1400 Wildland Firefighting Fundamentals	
	Sub-Total	11
Elective Courses	Any Emergency Services or Advisor approved courses	6
	Sub-Total	6
Semester II: Course Prefix & Number	**Title**	**Credit Hours**
GE and Core Courses	Choose 18 credits from the following:	
	Any approved Humanities, Fine Arts, or Foreign Language Distribution Course	3.0
	Any approved Behavioral Science, Social, or Political Science Distribution Course	3.0
	ESWF1410 Wildland Firefighter Internship I	5.0
	Sub-Total	11
Elective Courses	Any Emergency Services or Advisor approved courses	6
	Sub-Total	6
Semester III: Course Prefix & Number	**Title**	**Credit Hours**
GE and Core Courses	Choose 18 credits from the following:	
	Any approved Biology or Physical Science Distribution Course	3.0
	Any approved Physical Education, Health, Safety or Environment Course	1.0
	ESWF2000 S200 Initial Attack Incident Commander	1.0
	Type 4	1.0
	ESWF2010 I200 Basic Incident Command System	2.0
	ESWF2150 S215 Fire Operations in the WL Urb. Interface	
	Sub-Total	8
Elective Courses	Any Emergency Services or Advisor approved courses	8
	Sub-Total	8
Semester IV: Course Prefix & Number	**Title**	**Credit Hours**
GE and Core Courses	Choose 18 credits from the following:	
	ESWF2301 S230 Crew Boss Single Resource	2.0
	ESWF2340 S234 Ignition Operations	2.0
	Sub-Total	4

Elective Courses	Any Emergency Services or Advisor approved courses	9
	Sub-Total	9

Appendix C: Faculty

ALLRED, Steve (2008) M.Ed, Utah State University
B.S. Public Emergency Services Management, Utah Valley University
A.A.S. Emergency Care and Rescue, Weber State University
A.A.S. Fire Science, Utah Valley State College
Member Phi Theta Kappa National Honor Society

BYRNES, Andrew (2008); Instructor, Emergency Services
A.A.S., Fire Science Utah Valley University B.S., Public Emergency Services Management, Utah Valley University. Instructional Technology; M.Ed Utah State University

MAXFIELD, Jeff (2003); Assistant Dean, School of Technology & Computing;
A.A.S., Fire Science, Utah Valley Community College; B.S., Business Administration, University of Phoenix; M.P.A., Master of Public Administration, Brigham Young University; Ed.D., Utah State University.

MITTELMAN, Margaret A. (2003); Associate Professor, Emergency Services; A.A.S., Community Health, Utah Valley University; B.S., Psychology, Utah Valley University. Instructional Technology; M.Ed Utah State University

NOLL, Gary B.(1997); Professor, Emergency Services; A.A.S., Fire Science, Community College of the Air Force, B.S., Technology Management (Fire Science Specialty), Utah Valley University; M.Ed Utah State University.

RUSSEL, Eric James (2006); Lecturer, Department of Emergency Services; A.A.S. Fire Science, Community College of the Air Force; B.S. Management-Fire Science, University of Phoenix; M.S. Executive Fire Service Leadership, Grand Canyon University.

STONE, Barry R. (1998); Associate Professor, Emergency Services; A.S., Emergency Care and Rescue Paramedic, Weber State University; R.N., Nursing, Utah Valley State College; B.S., Justice Administration, Brigham Young University; Master of Physician Assistant Studies, University of Nebraska.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds℠

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.utahsbr.edu

June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Academic, Career and Technical Education and Student Success (Programs) Committee—New Emphases Requiring Regents' Approval.

The following have been approved by the Programs Committee and are submitted for the Regents' approval:

A. Southern Utah University—New Emphases:

a. Emphases in Natural Resource Recreation, Outdoor Recreation Tourism, and Outdoor Education within the existing BS in Outdoor Recreation in Parks and Tourism

Request

In order to meet professional standards, the BS in Outdoor Recreation in Parks and Tourism (ORPT) program in the Department of Physical Education and Human Performance at Southern Utah University proposes to offer three emphasis areas to its existing major (Natural Resource Recreation, Outdoor Recreation Tourism, and Outdoor Education), effective Spring 2011. The core for the emphases is aligned with SUU's Academic Roadmap and accreditation standards. Impacts of this request initially re-organize existing instructional, administrative, transportation, and equipment resources through a unique interdisciplinary approach. A second faculty line is requested beginning in 2013. See Appendix A for summary of the proposed changes and Appendix B for the detailed listing for each emphasis.

Need

Since 2006 the ORPT program has graduated 32 students (27 majors and 5 minors): 14 have pursued careers in natural resource recreation management within state and national land management agencies, 15 have pursued careers and further education in outdoor education, and three have pursued careers in the tourism field. Defined emphasis areas will more effectively and efficiently prepare students for careers while serving SUU's professional partners and future employers. According to the Bureau of Labor Statistics and Utah's Department of Workforce Services, there will be jobs for ORPT graduates. For career paths in each emphasis area, the Bureau of Labor Statistics 2008-2018 employment projects average job

growth of 7-14%, while the Department of Workforce Services in Utah projects a higher growth rate of 20-24% through 2006-2016.

Institutional Impact

The proposed emphases will utilize an interdisciplinary approach and utilize existing courses in Physical Education, Biology, Natural Resources, Psychology, Geology, Agriculture Sciences, Management, Accounting, Geography, and Hotel, Resort, & Hospitality Management. No negative impacts are perceived on undergraduate or lower-division education. The administrative support will not increase, for the current level of administrative support is sufficient for all anticipated changes. Administrative support includes administrative personnel, secretaries, advisors, and teaching assistants.

Finance

The Outdoor Recreation in Parks and Tourism has been funded through state appropriated (SB 90) funds, tuition, and budget reallocations. The interdisciplinary courses requiring resources across campus are anticipated to be funded by the cooperating department. According to cooperating department chairs, the ORPT demand will not necessitate an increase in faculty or staff resources. The revenue proposed will meet the expenses of the program with a $0 difference.

Commissioner's Recommendation

The Commissioner recommends the Regents approve these emphases within the existing BS in Outdoor Recreation in Parks and Tourism, effective Fall Semester, 2010.

William A. Sederburg, Commissioner

WAS/GW
Attachment

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June 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Academic, Career and Technical Education and Student Success (Programs) Committee–Fast Track Proposals Requiring Regents' Approval

The following Fast Track proposals (certificates of completion and certificates of proficiency) have been received by the Commissioner's Office and according to R401, have been reviewed and approved by the Commissioner.

A. Salt Lake Community College

a. Certificate of Completion in Geographic Information Systems (GIS) (30 Credits)

Program Description

The GIS is an interdisciplinary program in geospatial technology with an emphasis in Geographic Information Systems (GIS) using ESRI's ArcGIS software. The interdisciplinary approach and flexibility of the certificate allows students to apply geospatial knowledge and skill sets to their chosen field of study. Geospatial technology, such as GIS, is used in a wide variety of disciplines, such as business, marketing, banking, retail, sales, geography, urban planning, transportation, architecture, public safety, law enforcement, public health, forestry, agriculture, science, environmental science, ecology, wildlife conservation, energy mangagement, natural resource management, history, archeology, sociology, Homeland Security, military, disaster response, mitigation, surveying, computer science, and more.

Market Demand

Geospatial technology is one of the fastest growing fields in the nation because of its ability to analyze the physical and social world spatially and over time. The U.S. Department of Labor states that employment in cartography, photogrammetry, and mapping technicians is expected to grow faster than average for all occupations at a rate of 19 percent from 2008 to 2018.

Need

The data for mapping technicians is relevant to SLCC because students seek the GIS program who do not have or are not seeking a bachelor's degree. Evidence for the need of the GIS comes from informal student

surveys, conversations with Department/Division Chairs and Deans within the college, and graduation rates.

Similar Programs at other USHE Institutions
GIS is currently offered at UU, SUU, USU, and WSU. The main distinction between the mission and goals of the GIS at SLCC and other degrees and certificates offered at the four-year institutions is the interdisciplinary emphasis.

b. Certificate of Completion in Electronic Communications Technician (Clock Hour Program – 1,305 Hours)

Program Description
The program includes the core electronics curriculum covering basic theory, laws, circuits, and fundamentals of AC/DC, solid-state, and digital electronics. Students learn communications theory including radio frequency [RF], digital wireless, fiber optics, microwave, antennas, and the use of various test equipment. The program includes preparation for the required Federal Communications Commission General RadioTelephone Operator's License [FCC GROL] as well as the Electronics Technician Association's [ETA] Certified Electronics Technician Certificate.

Market Demand
Wireless communications is a fast-paced industry with a job market offering higher pay than in most Electronics Technician positions. Electronic Communications Technicians are in demand largely in utility industries, namely Electricity, Telephone, Cellular Telephony, and Natural Gas.

Need
Local student demand at present is from relatives of communications technicians now working at local utilities.

Similar Programs at other USHE Institutions
Similar programs currently offered by schools within the USHE are available at UU and USU, but these programs are at the engineering, not technician, level.

c. Certificate of Completion in Medical Administration (Clock Hour Program – 900 Hours)

Program Description
Medical office administrators work in many different businesses in the health care industry including clinics, doctors' offices, and hospitals. Medical office administrative assistants help with many business functions such as storing, retrieving and integrating information for staff and patients, assisting with patient intakes, basic accounting and insurance filing, written communications, general record keeping, file maintenance, and other front office tasks such as answering the telephone, reception, appointment scheduling, and referrals. The medical office administrative assistant must be trained in medical law and ethics as well as basic first aid and CPR.

Market Demand
The Utah Department of Work Force Services shows medical office administration to be one of the fastest growing occupations in Utah, with 100 or more annual openings statewide from 2006-2016.

Need
Student demand is moderate for this program.

d. **Certificate of Completion in Clinical Medical Assistant (Clock Hour Program – 900 Hours)**

Program Description
Clinical Medical Assistants work in clinics, doctors' offices, and hospitals, performing routing administrative and clinical tasks. The medical assistant must be trained in medical law and ethics, asepsis, and general communication. Administrative duties include answering telephones, scheduling appointments, written communications, and proficiency with insurance and financial procedures. Clinical duties include taking medical histories, obtaining vital signs, performing venipucture, medical office laboratory procedures such as urinalysis, hematology and serology tests, ECGs, and injections, explaining procedures, preparing patients for examinations, and assisting physicians during exams.

Market Demand
The Utah Department of Work Force Services shows medical assisting as the fastest growing occupation in Utah with 100 or more annual openings statewide from 2006-2016.

Need
Student demand is high for this program as evidenced by the waiting list of 75 potential students desiring to access the program.

Similar Programs at other USHE Institutions
SLCC offers a similar program to train students in medical assisting in a credit-based format.

e. **Certificate of Completion in Electronics Engineering Technician (Clock Hour Program – 1,207 Hours)**

Program Description
The program covers basic theory, laws, circuits, and fundamentals of AC/DC, solid-state, and digital electronics. Students learn to apply electrical and electronic theory, and related knowledge – usually under the direction of engineering staff – to design, build, repair, calibrate, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.

Market Demand
Statewide employment outlook projections for Electrical and Electronic Engineering Technicians indicate this occupation will experience average employment growth with a moderate volume of annual job openings.

Need
Students at SLCC have been requesting this program since the discontinuation of the Electronics Technician AAS degree program, with 10-15 individuals a month contacting the department for training as an Electronics Technician.

Similar Programs at other USHE Institutions
Similar programs are offered at USHE institutions; however, none offer a flexible entry non-credit format.

f. Certificate of Proficiency in Graphic Design (645 Clock Hours)

Students will learn to communicate with employees, customers, and other businesses through printed material, websites, electronic presentations, videos, and other related media. The courses will cover visual language, composition, typography, photography, color, and graphic communication. The Graphic Design program provides comprehensive training in software applications and skills to prepare students for employment requiring design responsibilities in a variety of organizational settings. The current job report published by the Utah Department of Workforce Services indicates Graphic Design will be a growing occupation in Utah with 220 or more annual openings statewide from 2006-2016. Student demand is high for this program as evidenced by the waiting list of potential students desiring to access the program.

g. Certificate of Proficiency in Web Site Design (675 Clock Hours)

The program is designed to provide students with necessary skills to design, create, and publish dynamic interactive websites using the latest industry standard web design authoring software. It also provides comprehensive training in software applications and skills to prepare students for employment doing web design tasks in a variety of organizational settings. The current job report for the Utah Department of Work Force Services shows Web Design to be among the fastest growing occupations in Utah with 120 or more annual opening statewide from 2006-2016. Student demand is high for this program as evidenced by a waiting list of potential students desiring to access the program.

h. Certificate of Proficiency in Web Programming (735 Clock Hours)

The Web Programming program covers basic and advanced scripting and programming skills needed to create websites and applications that are dynamic, data-driven, and interactive. The courses include techniques to build websites that ensure functionality, security, and ease of use. The certificate is designed to provide students with comprehensive training in scripting, software applications, and skills to prepare students for employment in a variety of organizational settings. The current job report for the Utah Department of Workforce Services shows Web Programmers to be among one of the fastest growing occupations in Utah with 190 or more annual openings statewide from 2006-2016. Student demand is high for this program as evidenced by a waiting list of potential students desiring to access the program. There are currently no known USHE schools offering a web-programming certificate.

B. College of Eastern Utah

a. Certificate of Completion in Professional Medical Coding (32 Credit Hours)

Program Description
The program combines traditional academic course-work with crucial "clinical" (experiential) components heretofore left out of most, if not all, medical coding programs. It is the clinical component that provides medical coding students the opportunity to bridge the so-called "experience gap" that plagues the medical coding industry. The program includes Medical Terminology, Anatomy and Physiology, along with two Medical Coding Theory courses. Everything else in the program, other than the three General Education requirements, is "clinical" in nature and unique to coding programs in Utah and across the country. The

program has been in development for nearly seven years. To date, over 100 students have been through beta versions. Nearly 70 percent of the students have been placed into work.

Market Demand
According to the Occupational Outlook Handbook, 2008-2009: "...technicians with a strong background in medical coding will be in particularly high demand." Severe shortages of certified, experienced coders are to be found throughout the county.

Need
Following a KSL-TV news broadcast about the CEU San Juan Campus beta version of the Medical Coding Program (February, 2007), over 4000 individuals sought information. At present, the demand is far greater than program capacity.

Similar Programs at other USHE Institutions
WSU, SLCC and DATC offer Certificates in Medical Coding. None of the schools, however, add crucial experiential components. Additionally, the CEU program is the only one in the state which prepares a student to code not only in a clinic or hospital, but at home in a virtual, remote-site setting.

Commissioner's Recommendation

The Commissioner recommends the Regents approve these Fast Track Programs at Salt Lake Community College and the College of Eastern Utah, effective Fall Semester, 2010.

William A. Sederburg, Commissioner

WAS/GW

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College Property Purchase

Issue

Dixie State College (DSC) is requesting authorization to purchase a .4 acre property with 17 parking stalls and a 5,970 square foot building consisting of retail and warehouse space. The property is located at 1035 East 100 South in St. George which is one-half block east of the college boundary and is adjacent to the University Plaza complex which is owned by the Dixie Foundation.

Background

The purchase price of the property is the appraised value of $580,000. DSC has made a real-estate-purchase-contract offer for the appraisal price subject to the following conditions:

- Approval by the DSC Board of Trustees (approved May 7, 2010)
- Approval by the Utah State Board of Regents
- Bank loan approval for $380,000
- Down payment of $200,000 at closing

The down payment of $200,000 will be made from institutional funds. Dixie State Auxiliary Services will manage the property and will be responsible for making the bank loan payment from the following sources:

- An existing lease that involves 912 square feet will be transferred to DSC with the purchase of the property. It is a 5-year lease that was signed on June 7, 2007 with a 5-year renewable option. The monthly lease payment is $1,140.
- A branch of the college bookstore will be operated in the facility and will contribute to the loan payment. This bookstore location is needed to provide students and the public with a convenient location with store-front parking to respond, in part, to the removal of a parking lot which is adjacent to the existing bookstore. It will also serve the needs of students at the Dixie ATC which operates in a neighboring facility.
- Auxiliary services will sublease space to other parties with the proceeds dedicated to service the loan.

The warehouse space in the facility will be used by auxiliary services to replace a storage facility that will be razed as part of the Centennial Commons Building construction project.

Copies of the DSC request letter, a map showing the location of the property, and a summary of the appraisal are attached for your information. The detailed appraisal document and a copy of the Real Estate Purchase Contract are on file in the Office of the Commissioner and are available for your review if needed. Representatives from the college will be available at the meeting to answer questions and provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends Board of Regents' approval of this property purchase.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

DIXIE STATE
COLLEGE OF UTAH

Stan Plewe
Vice President of Administrative Services

Phone: 435-652-7504
Email:splewe@dixie.edu

May 26, 2010

Dr. Gregory L. Stauffer
Associate Commissioner for Finance and Facilities
Utah State Board of Regents
Board of Regents Building - The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Greg:

As part of our continuing effort to acquire properties within our master planned land bank zone we are requesting authorization to purchase a .40 acre property located at 1035 East 100 South, SG-1146-B, in St. George. The 5,970 SF building consists of retail and warehouse space. The property is adjacent to the University Plaza complex which was purchased several years ago by the Dixie Foundation and is in the middle of the block to the east of the college boundary.

We have taken the following steps towards the purchase of this property:

1. Acquired an MAI appraisal of the property. Property valued at $580,000.
2. Completed and signed a Real Estate Purchase Contract. The offer is for the appraised value and included a $200,000 down payment. The conditions included; $380,000 bank financing, DSCU Trustee approval, and Utah State Board of Regent approval.
3. We issued a request for proposals for bank financing. We selected a bank from the proposals and are finalizing the terms of the loan.
4. The loan repayment plan at approximately $3,000 per month for 15 years includes:
    a. Revenue from an existing lease agreement which includes a base rent of $1,140.
    b. Revenue from a new lease with Dixie State Auxiliary Services for retail and storage space.
5. A full copy of the appraisal and other pertinent details have been provided to the Commissioner's office under separate cover.

We are asking for Regent approval to complete this purchase.

Respectfully,

Stan Plewe
Vice President of Administrative Services

c: Pres. Stephen D. Nadauld

Morley & McConkie, L.C.

REAL ESTATE APPRAISALS, CONSULTING & FEASIBILITY STUDIES

SUMMARY APPRAISAL REPORT

Appraisal of
Retail/Warehouse Building
Located at 1037 East 100 South
St. George, Utah 84770

PREPARED FOR

Stan Plewe
Dixie State College of Utah
225 South 700 East
St. George, Utah 84770

PREPARED BY

Stanford S. McConkie, MAI
Garrett W. Hannig
Appraisers

DATE OF REPORT

March 22, 2010

393 E. Riverside Dr. Ste 102 ST. GEORGE, UTAH 84790 (435) 673-7720 FAX (435) 673-7718

Morley & McConkie, L.C.

REAL ESTATE APPRAISALS, CONSULTING & FEASIBILITY STUDIES

March 22, 2010

Stan Plewe
Dixie State College of Utah
225 South 700 East
St. George, Utah 84770

OWNER: C DOUBLE BAR DAIRY INC.
RE: Retail/Warehouse Building
Located at 1037 East 100 South
St. George, Utah (Our File #GH015-0310)

Dear Mr. Plewe:

At your request we have inspected the above referenced property located at 1037 East 100 South in order to estimate its market value. The last date of inspection was March 17, 2010, which was also the date of the "as is" value estimate.

Based on our measurements, the building consists of 5,970 square feet of gross leasable space divided between Suite 101 with 774 SF, Suites 102 & 103 with 2,920 SF and the warehouse space Suite 104 with 2,276 SF.

The building appears to be of average quality construction with stucco exterior. The building was remodeled in 2007. The design of the building is such that the entryway to Suites 101, 102 & 103 open up into the retail area which is separate from the warehouse space (Suite 104) located toward the rear of the building. The entry way into the retail portions of the building are tile with the remaining space covered with carpet. The flooring in the warehouse is concrete covered with rubber floor mats. The site has 132 SF. of frontage along 100 South Street. The building to site ratio is 34%.

393 E. Riverside Dr. Ste 102 ST. GEORGE, UTAH 84790 (435) 673-7720 FAX (435) 673-7718

Based on the data and analysis contained in the attached report and subject the assumptions and limiting conditions outlined therein, it is our opinion that the subject building has a value of **$580,000.**

If we may be of further assistance to you in this matter, please feel free to contact us.

Sincerely,
MORLEY & McCONKIE, L.C.

Stanford S. McConkie, MAI
Utah State Certified General Appraiser
Certificate #5475965-CG00 Expires 06-30-11

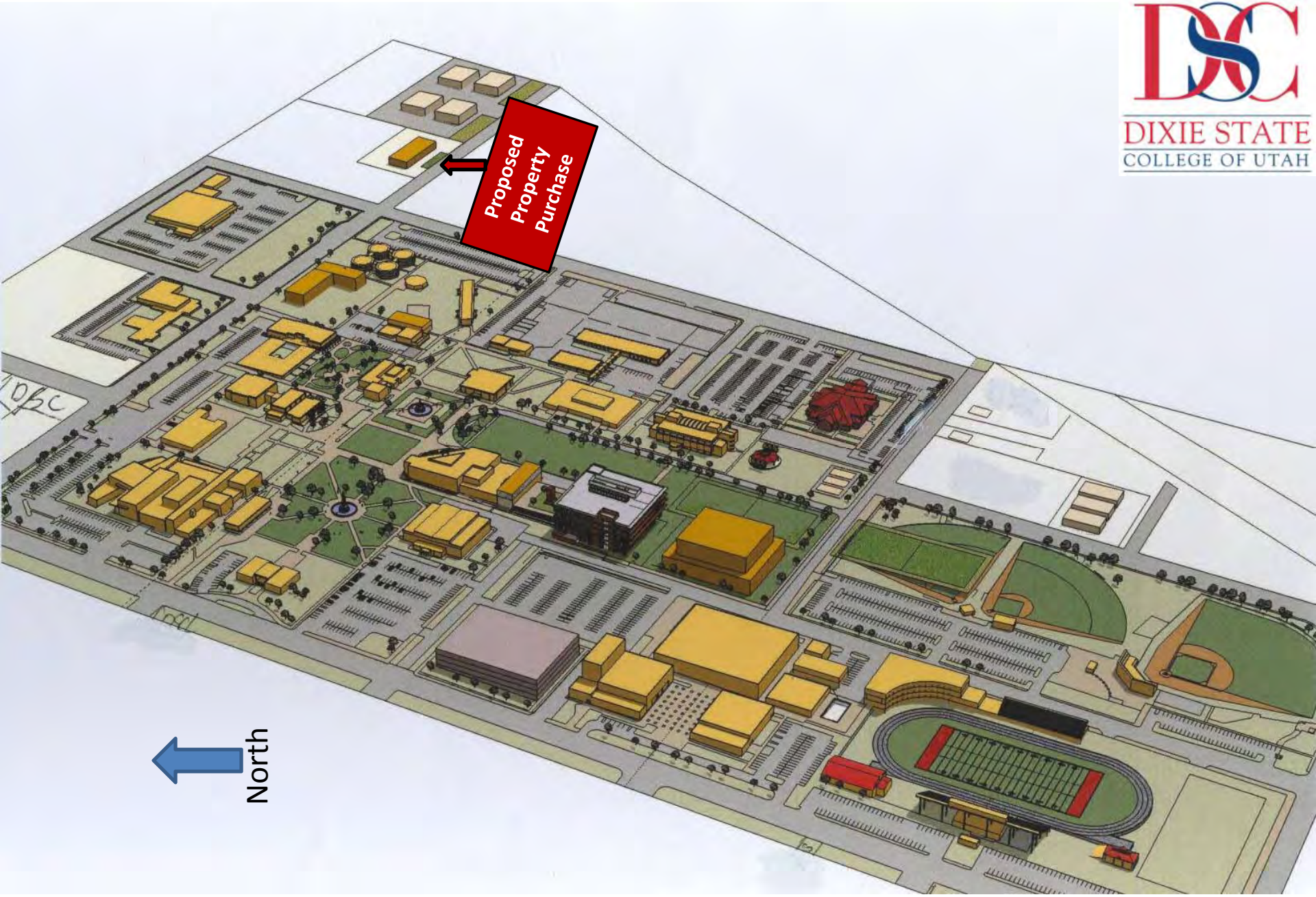
Garrett W. Hannig
Utah State Licensed Appraiser
Certificate #6131658-LA00 Expires 05-31-11

SM/GH/jb

Enc.

EXECUTIVE SUMMARY

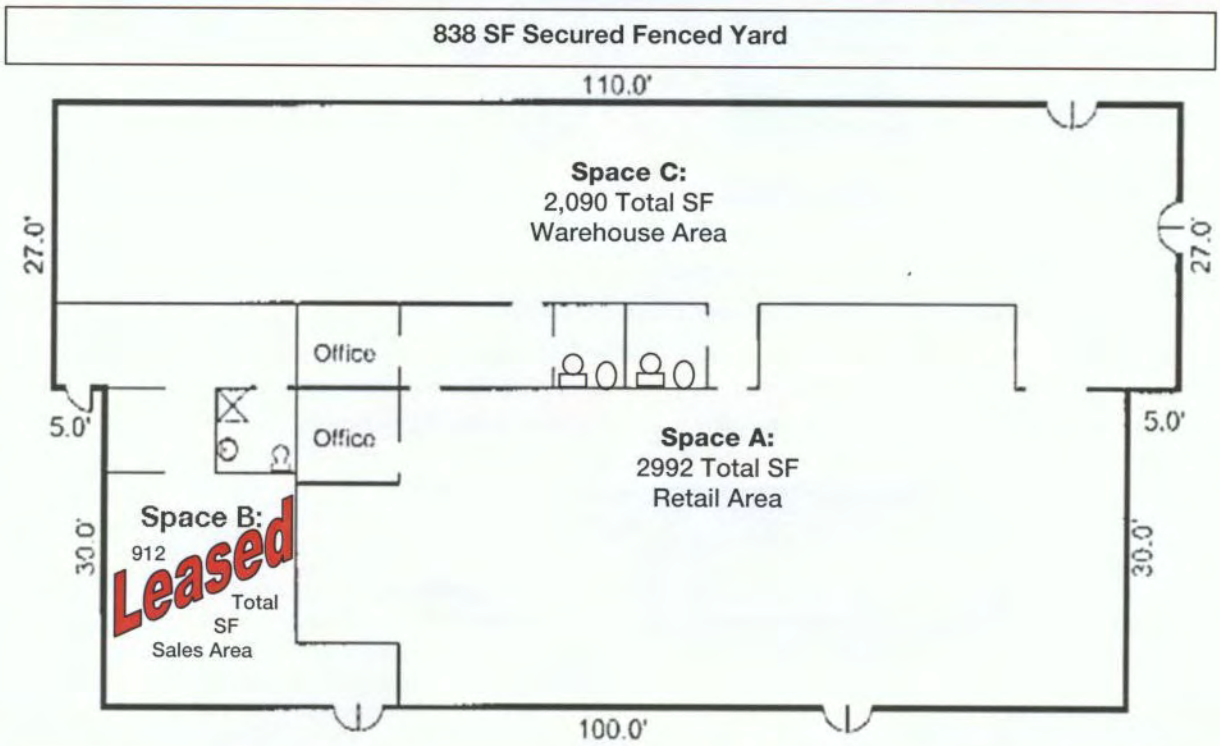
PERTINENT INFORMATION	
Location/Identification:	1037 East 100 South St. George, Utah
Property Owner:	C DOUBLE BAR DAIRY INC.
Property History:	No past sale or current contract (See Page 5-6)
Purpose of Report:	Acquisition Purposes
Property Rights Appraised:	"Fee Simple Estate"
Intended User:	Stan Plewe
Type of Report:	Summary Appraisal Report
SITE DESCRIPTION	
Size:	0.40 Acres (17,424 SF)
Site Improvements:	5,970 SF Retail/Warehouse Building
Zoning:	C-3 General Commercial
Utilities:	All to Site
Site and Soil:	Rectangular and Typical for the Area
Flood Zone:	None Identified by FEMA
Easements:	Typical Utility
Access and Frontage:	132 Feet of Frontage along 100 South Street - Public
VALUATION	
Date of Report:	March 17, 2010
Date of Value:	March 22, 2010
Market Value (As Is):	$580,000



DIXIE STATE
COLLEGE OF UTAH

NAI Utah Southern Region

Commercial Real Estate Services, Worldwide.



NAI Utah Southern Region

Commercial Real Estate Services, Worldwide.

For Lease

Retail & Warehouse Space

1037 East 100 South | St George, UT 84770

Office
Industrial
Retail
Land
Investment

- Newly Remodeled Exterior & Interior
- 17 Parking Stalls
- Partial Freeway Visibility
- Next to Dixie State College & U of U
- 22,397—2008 Average Daily Traffic Count
- Zoned C-2
- 9' Roll-Up Door & Ceiling
- Loading Dock
- No 3 Phase Power
- $0.75/SF/Month MG

5,082 SF Available:

2,992 SF Retail/Showroom

2,090 SF Warehouse

Lease Price:

$3,812.00/Month MG

NAI Utah Southern Region

Commercial Real Estate Services, Worldwide.

Mat & Pat Chappell
Mat 435 627 5701
Pat 435 627 5702
fax 435 627 5703
email pmchappell@naiutahsouth.com

243 E St George Blvd Suite 200 | St George UT | office 435 628 1609 | toll free 888 316 1609 | www.naiutahsouth.com

The information contained herein has been provided by sources deemed reliable, with no reason to doubt its accuracy, but is not guaranteed. All information should be verified prior to purchase or lease. NAI #: 4292

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Approval to issue Auxiliary Services Revenue Bonds to Finance the Construction of Student Housing

Background

At their October meeting the Regents authorized Weber State University (WSU) to seek authorization from the Legislature to issue $15 million in revenue bonds to finance its Student Housing Renovation and Reconstruction project. The 2010 Legislature granted that bonding authority and WSU is now requesting approval of the Authorizing Resolution in order to move forward with this bonding issue.

Issue

The requested bond authorization will enable the University to proceed with the issuance of these bonds, anticipated to occur in mid-July 2010, and to move forward with the new student housing complex. The total project will provide 500 beds, of which 165 beds are included in Phase I for which ground has been broken. Design on Phases II and III will begin shortly.

The following materials are attached for your information:

- Request letter from WSU
- Financing Summary
- Draft copy of the Approving Resolution including bond parameters.

Representatives from the University, the Office of the Attorney General, and Bond Counsel 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 Weber State University to pursue issuance of approximately $15 million of Auxiliary Services Revenue Bonds to finance its Student Housing Renovation and Reconstruction project.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

June 10, 2010

Dr. William A. Sederburg, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Dr. Sederburg,

Weber State University requests regent authorization to sell $15 million in student housing revenue bonds. Bond proceeds, along with other private sources, will help finance the University's new student housing complex. Prior approvals for this bond issue have been obtained from the State Board of Regents, the State Building Board, and the 2010 Utah Legislature. Chapman and Cutler have been appointed by the Attorney General's Office as bond counsel for the deal. The appointment of the University's financial advisor is pending final selection. It is anticipated the bonds will be issued in mid-July 2010.

Weber State University has broken ground on Phase 1 of it's new student housing complex. Phase II design will begin shortly. A total of 500 beds at an approximate construction cost of $25 million is anticipated.

University officials will be present to address questions the regents might have. Please place this agenda item on the June calendar of the Board of Regents.

Sincerely,

Dr. Norm Tarbox
Vice President for Administrative Services

cc: Dr. Greg Stauffer, Associate Commissioner
Mr. Ralph Hardy, Special Assistant-Finance/Facilities

OFFICE OF THE VICE PRESIDENT ▯ ADMINISTRATIVE SERVICES
WEBER STATE UNIVERSITY ▯ 1006 UNIVERSITY CIRCLE ▯ OGDEN UT 84408-1006
(801) 626-6004 ▯ (801) 626-7922 FAX

State Board of Regents of the State of Utah

Weber State University

Student Facilities System Revenue Bonds

Financing Summary

Purpose:	Proceeds from the sale of the above-reference bonds (the *"Bonds"*) will be used to: (i) finance costs of demolition, replacement, and construction of student housing facilities on Weber State University's (the *"University"*) Ogden campus; (ii) provide capitalized interest on the bonds, (iii) fund a deposit to a debt service reserve fund, if any; and (iv) pay costs of issuance of the Bonds.
Par Amount:	Not to exceed $18,800,000 (including $15,000,000 to finance a portion of the costs of the above-described project, plus amounts necessary to pay costs of issuance, pay capitalized interest, and fund a debt service reserve requirement, if any).
Security:	The Bonds are payable from and secured by a pledge of the University's (i) Net Operating Revenues (revenues from the Student Facilities System–which includes student housing facilities, the Student Union Building, the University bookstore, and the Dee Events Center–after payment of operating and maintenance costs of such facilities), and (ii) Student Building Fees.
Total Discount:	Not to exceed 2.0% (including underwriter's discount).
Interest Payment Dates:	April 1 and October 1.
Interest Rates:	Not to exceed 7.0%. (Bonds may be issued as a combination of tax-exempt and taxable bonds. Taxable bonds issued as "build America bonds" will receive a 35% federal interest subsidy.)
Maturity Dates:	Not to exceed 31 years.
Redemption:	Not to exceed 11 years at 101% or, if issued as build America Bonds, a "make-whole" redemption feature may be selected.
Weber State University Contact:	Dr. Norm Tarbox, (801) 626-6004
Bond Counsel	Chapman and Cutler LLP
Trustee	Wells Fargo Bank, N.A.

Heber, Utah

June 25, 2010

The State Board of Regents of the State of Utah (the *"Board"*) met in regular session at Wasatch High School, 930 South 500 East, on June 25, 2010, commencing at 2:00 p.m. The following members of the Board 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
Jeff Kinsel	Member
Nolan E. Karras	Member
Robert S. Marquardt	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	Secretary

* Non-voting member.

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Weber State University Student Facilities System 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:

YEA: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____.

NAY: _____.

ABSENT: _____.

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 WEBER STATE UNIVERSITY STUDENT FACILITIES SYSTEM REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $18,800,000; AUTHORIZING THE EXECUTION OF A SIXTH SUPPLEMENTAL INDENTURE OF TRUST, 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;

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 Weber State University (the *"University"*) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the *"Act"*);

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-19-102, Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to $15,000,000 to finance the cost of demolition, replacement, and construction of student housing facilities on the University's Ogden campus (the *"Project"*), together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue a series of State Board of Regents of the State of Utah, Weber State University Student Facilities System Revenue Bonds" (the *"Bonds"*) for the purpose of financing, together with any available funds of the University to be used for such purpose, the cost of the Project, providing capitalized interest on the Bonds, satisfying a debt service reserve requirement, and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed $18,800,000 and will be issued pursuant to the General Indenture of Trust dated as of July 1, 1997, as heretofore amended and supplemented (the *"General Indenture"*), and as further amended and supplemented by a Sixth Supplemental Indenture of Trust (the *"Sixth*

Supplemental Indenture" and, together with the General Indenture, the *"Indenture"*), each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank Northwest, N.A., as trustee (the *"Trustee"*);

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

WHEREAS, there has been presented to the Board at this meeting a form of the Sixth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the 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, and the authority to approve and execute all documents relating to the issuance of the Bonds.

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 officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of a Preliminary Official Statement (the *"Preliminary Official Statement"*) in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University. The Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University are authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. The Chair or Vice Chair of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 4. The Sixth Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Sixth Supplemental Indenture, in the form and with substantially the same content as presented to this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

Section 5. (a) For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Project, which consists of the demolition, replacement, and construction of student housing facilities on the University's Ogden campus, which improvements will constitute Additional Facilities and part of the Student Facilities System under the General Indenture, (ii) providing capitalized interest on the Bonds, (iii) funding a deposit to a debt service reserve fund, and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed $18,800,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 6. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the 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 Bonds in accordance with the provisions of the Indenture.

Section 7. The Bonds shall be sold to the initial purchaser (the "*Underwriter*") pursuant to a public sale at a discount of not to exceed 2% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee (with concurrence of the President or the Vice President for Administrative Services of the University) is hereby authorized to specify and agree as to the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Sixth Supplemental Indenture 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.

Section 8. 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 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 9. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or the Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Sixth Supplemental Indenture, the Bonds, the Preliminary Official Statement, 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 provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

Section 10. 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 accept a commitment for, and agree to the terms of, a bond insurance policy or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (ii) such certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

Section 11. Upon their issuance, the 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 Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the 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 or resolution or part thereof.

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

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 25th day of June, 2010.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

_____
Chair

[SEAL]

ATTEST:

_____
Secretary

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

_____
Chair

[SEAL]

ATTEST:

_____
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 June 25, 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 25th day of June, 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 (the "*Board*"), do hereby certify, according to the records of the Board 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 June 25, 2010 public meeting held by the members of the Board 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 June 16, 2010, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on June 16, 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 Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on June 16, 2010 at the Utah Public Notice Website at least 24 hours before the convening of the meeting; 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 Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2010 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2010 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2010 at the Utah Public Notice Website.

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 25th day of June, 2010.

_____

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed $18,800,000.
TERM:	Not to exceed 31 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 7.0% per annum.
REDEMPTION FEATURES:	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 no-callable, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance Facilities and Accountability Committee of the Board.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Approval to Refund the Series 2002A Research Revenue Bonds

Issue

Utah State University (USU) has requested approval of an Authorizing Resolution to refund its Series 2002A Research Revenue Bonds to effect savings possible as a result of continuing favorable interest rates.

Background

Although USU's Series 2002A Research Revenue Bonds are not callable until December 1, 2012, approximately $11.6 million of that issue now qualifies for a one-time advanced refunding. Authorization is requested for an amount not to exceed $12,500,000 plus costs of issuance and debt service requirements. The anticipated savings of this refinancing is expected to be about 4 percent which would result in a net present value savings of approximately $420,000, or $60,000 to $65,000 in annual savings through 2017. These savings are predicated on using a surety bond to cover the debt service reserve requirements.

The following materials provide the details of the bonding proposal: the letter from USU requesting this bonding authority, a summary of the proposed financing details, and a draft of the Approving Resolution. Representatives from USU, 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 Utah State University to pursue refunding of approximately $11.6 million of the Series 2002A Research Revenue Bonds.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

UtahState University
VICE PRESIDENT FOR BUSINESS AND FINANCE

28 May 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 (University) requests authorization to refund the State Board of Regents of the State of Utah, Utah State University, Series 2002A Research Revenue Bonds (Bonds) for the purpose of providing an economic savings to the University.

Although a portion of the Bonds are not recallable until December 1, 2012, there is approximately $11 million that qualify for a one-time advanced refunding.

It is anticipated that the savings on this refinancing would be about 4%, which means the University would realize a net present value savings of approximately $420,000, or $60,000 to $65,000 in annual savings going out until 2017.

The savings noted above are based on using a surety bond to cover the debt service reserve requirements.

The University believes these savings are achievable under the current market conditions. Therefore, please place this request on the 25 June 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

1445 Old Main Hill Logan, UT 84322-1445 Ph: (435) 797-1146 Fax: (435) 797-0710 www.usu.edu/vpbus

Utah State University
Research Revenue Refunding Bonds, Series 2010
Preliminary Summary Sheet

Proposed Issue:	Research Revenue Refunding Bonds, Series 2010
Total Approximate Issue Size:	$11,560,000
Use of Funds:	To generate debt service savings by refunding the previously issued Series 2002A Research Revenue and Refunding Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2010 Bonds:

Principal Amount:	Not to exceed $12,500,000
Interest Rate:	Not to exceed 5.0%
Maturity Date:	Not to exceed 8 years
Aggregate Discount:	Not to exceed 2%
Underwriter's Discount:	Not to exceed 2%
Bond Rating:	AAA from S&P (insured by Assured Guaranty)
Underlying Rating:	AA from S&P utilizing the State Moral Obligation
Source of Repayment:	Research (Indirect Cost Recovery) Revenues

Timetable Considerations: The Series 2002A Bonds are "callable" and can be paid off beginning December 1, 2012. In advance of that date, the portion of the Series 2002A bonds that were issued for new projects can be called using a one-time advanced refunding. Provided that the Regents grant authorization at their June 25, 2010 meeting, and that the savings generated by issuing the Series 2010 Bonds continues to exceed the level of 3% of debt service, the University anticipates selling bonds via a competitive sale on July 15, and closing the transaction on July 28.

State Board of Regents of the State of Utah

Utah State University

$11,560,000 Research Revenue Refunding Bonds, Series July 28, 2010

(Refund Series 2002A)

Debt Service Comparison

Date	Total P+I	Existing D/S	Net New D/S	Old Net D/S	Savings	Fiscal Total
07/28/2010	-	-	-	-	-	-
12/01/2010	320,600.63	1,806,512.50	2,127,113.13	2,074,306.25	(52,806.88)	-
06/01/2011	152,387.50	80,600.00	232,987.50	348,393.75	115,406.25	62,599.37
12/01/2011	322,387.50	1,845,600.00	2,167,987.50	2,113,393.75	(54,593.75)	-
06/01/2012	150,687.50	41,512.50	192,200.00	309,306.25	117,106.25	62,512.50
12/01/2012	325,687.50	1,886,512.50	2,212,200.00	2,154,306.25	(57,893.75)	-
06/01/2013	148,937.50	-	148,937.50	267,793.75	118,856.25	60,962.50
12/01/2013	2,238,937.50	-	2,238,937.50	2,192,793.75	(46,143.75)	-
06/01/2014	122,812.50	-	122,812.50	229,293.75	106,481.25	60,337.50
12/01/2014	2,262,812.50	-	2,262,812.50	2,244,293.75	(18,518.75)	-
06/01/2015	96,062.50	-	96,062.50	176,400.00	80,337.50	61,818.75
12/01/2015	2,291,062.50	-	2,291,062.50	2,301,400.00	10,337.50	-
06/01/2016	68,625.00	-	68,625.00	120,618.75	51,993.75	62,331.25
12/01/2016	2,318,625.00	-	2,318,625.00	2,355,618.75	36,993.75	-
06/01/2017	34,875.00	-	34,875.00	61,950.00	27,075.00	64,068.75
12/01/2017	2,359,875.00	-	2,359,875.00	2,421,950.00	62,075.00	-
06/01/2018	-	-	-	-	-	62,075.00
Total	**$13,214,375.63**	**$5,660,737.50**	**$18,875,113.13**	**$19,371,818.75**	**$496,705.62**	**-**

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings	450,812.64
Net PV Cashflow Savings @ 2.199%(Bond Yield)	450,812.64
Transfers from Prior Issue Debt Service Fund	(44,632.29)
Contingency or Rounding Amount	1,728.28
Net Present Value Benefit	$407,908.63
Net PV Benefit / $10,660,000 Refunded Principal	3.827%
Net PV Benefit / $11,560,000 Refunding Principal	3.529%

Refunding Bond Information

Refunding Dated Date	7/28/2010
Refunding Delivery Date	7/28/2010

Issuer

Utah State University
1445 Old Main Hill
Logan, UT 84322-1445

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State Board of Regents

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Calendar of Events

Utah State University

Research Revenue Refunding Bonds, Series 2010

$0*

as of Wednesday, June 2, 2010

June 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Day	Date	Event	Responsibility
Around Thursday	June 10	Attorney General appoints Bond and Disclosure Counsel.	AG, BC
Tuesday	June 15	Deadline for filing materials with Greg Stauffer at the Commissioner's Office for the June 25 Regent meeting.	CR, FA, BC
Tuesday	June 15	Financial advisor delivers draft POS to working group.	FA
Tuesday	June 15	Draft legal documents distributed to working group.	BC
	June 18-23	All hands meeting or conference call.	EC, FA, BC
Monday	June 21	Due diligence meeting to review and revise POS and other legal documents.	Working Group
Wednesday	June 23	Rating materials sent to S&P and Assured Guaranty.	EC, FA
Friday	June 25	Regular Board of Regents meeting to consider authorizing Bond Resolution for Series 2010 (CEU).	BR, EC, SM, BC, FA
Monday	June 28	Possible conference call with S&P (if requested).	EC, FA
Monday	June 28	Attorney General signs certificate starting the 30 day contest period.	AG, BC
Thursday	July 1	Receive bond ratings.	EC, FA
Thursday	July 1	Receive bond insurance commitment and premium quote.	EC, FA
Friday	July 2	POS and Official Notice of Bond Sale distributed to potential bidders.	FA
Thursday	July 15	Competitive bond sale, signing of Bond Purchase Agreement.	EC, FA,BC
Wednesday	July 28	Final closing and receipt of funds.	FA, BC, U, VP, AG, TR

* Preliminary; subject to change

LEGEND

AG	Assistant Attorney General	Bryce H. Petty
AVP	Associate V. P. of Business & Finance	David Cowley
BC	Bond Counsel	TBD
BI	Bond Insurer	Assured Guaranty
BR	Board of Regents	Jed Pitcher, Chair
EC	Executive Committee	Cowley, Hunsaker
FA	Financial Advisor	Zions Bank Public Finance
G	Governor	Gary R. Herbert
OA	Outside Auditors	State of Utah Auditor
SL	State Legislature	Utah House and Senate
TR	Trustee, Registrar and Paying Agent	Wells Fargo Bank, N.A.
U	Underwriter	TBD
VP	V.P. of Business & Finance	Fred Hunsaker

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
RESEARCH REFUNDING BONDS

Orem, Utah

June 25, 2010

The State Board of Regents of the State of Utah met in regular session at Utah Valley University in Orem, Utah on Friday, June 25, 2010, commencing at ____ a.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
Jeffrey Kinsel**	Member
Robert S. Marquardt	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
Greg Stauffer	Associate Commissioner for Finance and Facilities
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 and

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* Non-voting member from State Board of Education
** Student Regent

sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue Refunding Bonds, Series 2010.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE REFUNDING BONDS, SERIES 2010 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $12,500,000; PROVIDING FOR THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; PROVIDING FOR THE RUNNING OF A CONTEST PERIOD; AUTHORIZING THE ADVERTISEMENT FOR SALE OF THE BONDS, THE EXECUTION OF A BOND PURCHASE AGREEMENT AND THE CIRCULATION OF A PRELIMINARY OFFICIAL STATEMENT RELATING THERETO; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, AN ESCROW DEPOSIT 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 PROVIDING FOR 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 Utah State University (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (collectively, the "Act"); 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; and

WHEREAS, pursuant to a General Indenture of Trust dated August 1, 1995 as heretofore amended and supplemented (the "General Indenture") between the Board and Wells Fargo Bank, N.A., as trustee (the "Trustee"), the Board, acting for and on behalf of the University, issued the State Board of Regents of the State of Utah, Utah State University Research and Refunding Revenue Bonds, Series 2002A (the "Series 2002A Bonds"); and

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

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of refunding all or a portion of the Series 2002A Bonds (the "Refunding"); and

WHEREAS, the Board intends to undertake the Refunding in the event market conditions are favorable; and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University in the event market conditions are favorable, for the purpose of the Refunding, and to pay costs of issuance and fund reserves, all pursuant to the General Indenture, as further supplemented and amended by a Fifth Supplemental Indenture of Trust (the "Fifth Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the "State Board of Regents of the State of Utah, Utah State University Research Revenue Refunding Bonds, Series 2010" (the "Series 2010 Bonds") in an aggregate principal amount of not to exceed $12,500,000; and

WHEREAS, the Series 2010 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, the Refunding Bond Act provides for the publication of a Notice of Bonds to be Issued, and the Board desires to publish such notice at this time in compliance with the Refunding Bond Act with respect to the Series 2010 Bonds; and

WHEREAS, there has been presented to the Board at this meeting (i) a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") for the Series 2010 Bonds, (ii) a form of an Official Notice of Bond Sale (the "Official Notice of Bond Sale") for the Series 2010 Bonds, (iii) a form of a Preliminary Official Statement relating to the Series 2010 Bonds (the "Preliminary Official Statement"), (iv) a form of an Escrow Deposit Agreement by and between the Board and Wells Fargo Bank, N.A., as escrow agent (the "Escrow Agreement") and (v) a form of the Fifth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 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 and to determine whether to proceed with the Refunding and whether the Series 2010 Bonds should be sold at a public bid or a negotiated sale.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 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 or Vice Chair of the Board and President and Vice President or Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are hereby authorized.

Section 4. The Fifth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President and Vice President or Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Fifth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of the Refunding, (ii) the funding of a deposit to a debt service reserve fund and (iii) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2010 Bonds in the aggregate principal amount of not to exceed the sum of $12,500,000. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President or Vice President for Business and Finance of the University are hereby authorized, in consultation with the University's financial advisor, to make a determination as to the benefit of the Refunding. 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 Schedule 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 Attorney General of the State of Utah.

Section 6. The Escrow Agreement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed, for use in the event that

the Refunding is undertaken. The Chair or Vice Chair and Secretary of the Board and the President and Vice President or Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Escrow Agreement 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 9 hereof.

Section 7. The form, terms and provisions of the Series 2010 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Fifth Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President and Vice President or Vice President for Business and Finance 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 General Indenture, the Fifth Supplemental 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 8. The Series 2010 Bonds shall be sold with an Underwriter's discount of not to exceed 2.0% of the face amount of the Series 2010 Bonds (plus out of pocket expenses). The Bond Purchase Agreement and Official Notice of Bond Sale in substantially the forms presented to this meeting are 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 or Vice President for Business and Finance of the University are hereby authorized to determine whether the Series 2010 Bonds should be sold through a competitive or negotiated sale process and execute and deliver the Bond Purchase Agreement or Official Notice of Bond Sale, as applicable, in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement and Official Notice of Bond Sale 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 9 hereof. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President or Vice President for Business and Finance 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, such approval to be conclusively established by the execution of the Fifth Supplemental Indenture.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board or the Chair of the

Finance, Facilities and Accountability Committee and the President and Vice President or Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the General Indenture, the Fifth Supplemental Indenture, the Series 2010 Bonds, the Bond Purchase Agreement, Official Notice of Bond Sale, 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 10. 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 or Vice President for Business and Finance of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. 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 or Vice President for Business and Finance of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Escrow Agreement, the Official Statement, the Bond Purchase Agreement, or the Official Notice of Bond Sale 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 12. 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, the Escrow Agreement, the Official Notice of Bond Sale 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 13. In accordance with the provisions of the Act, the Secretary of the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in the Deseret News, a newspaper published and of general circulation within the State of Utah. The Secretary of the Board shall also cause a copy of this Resolution (together with forms of the documents approved hereby) to be kept on file in the Board's principal office 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 June 25, 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 Utah State University Research Revenue Refunding Bonds, Series 2010, in the aggregate principal amount of not to exceed Twelve Million Five Hundred Thousand Dollars ($12,500,000), to bear interest at a rate or rates of not to exceed five percent (5.0%) per annum, to mature in not more than eight (8) years from their date or dates, and to be sold at a price not less than ninety-eight percent (98%) of the total principal amount thereof, plus accrued interest to the date of delivery. A deposit of up to 1% may be anticipated in connection with the sale of the Bonds.

The Bonds, pursuant to the Resolution, are to be issued for the purpose of (i) refunding all or a portion of the Board's Utah State University Research Revenue and Refunding Bonds, Series 2002A, (ii) funding of a deposit to a debt service reserve fund and (iii) paying issuance expenses.

The Bonds are to be issued and sold by the Issuer pursuant to the Resolution, a General Indenture of Trust and a Supplemental Indenture of Trust which were before the Board, and such Supplemental Indenture of Trust is to be executed by the Board in such form and with such changes thereto as shall be approved by the appropriate officials of the Board and Utah State University.

A copy of the Resolution and the General Indenture of Trust and the form of the Supplemental Indenture of Trust are on file in the office of the Secretary to the Board in the Board's offices located at 60 South 400 West, Salt Lake City, Utah 84101, where they may be examined during regular business hours of the Secretary 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 General Indenture of Trust (as it relates only to the Bonds), the Supplemental Indenture of Trust or the Bonds, or any provision made for the security and payment of the 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 25th day of June, 2010.

/s/ Joyce Cottrell
Secretary

Section 14. After any of the Series 2010 Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable 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 15. 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 16. 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 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 25TH DAY OF JUNE, 2010.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

_____
Chair

(S E A L)

ATTEST:

_____
Secretary

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

_____
Chair

(S E A L)

ATTEST:

_____
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 June 25, 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 25th day of June, 2010.

_____
Secretary

(S E A L)

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 June 25, 2010 public meeting held by the Members of the State Board of Regents by (i) 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 _____, and (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), 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 _____, 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) that 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 as Schedule 2) to be (i) posted on _____, at the principal office of the State Board of Regents in Salt Lake City, Utah, (ii) provided on _____, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah and (iii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year.

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 25th day of June, 2010.

_____

Secretary

(S E A L)

EXHIBIT 1

Notice of Public Meeting
[See Transcript Document No. ___]

EXHIBIT 2

Notice of Annual Meeting Schedule
[See Transcript Document No. ___]

SCHEDULE A

Parameters

Principal amount not to exceed	$12,500,000
Coupon interest rates not to exceed	5.0%
Discount from par not to exceed	2%
Optional Redemption may be callable or non-callable	
Final Maturity not to exceed	8 years from date of issuance

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Proposed Policy R545 – Disclosure of Foreign Donations

Issue

In its 2010 session, the Legislature enacted HB 114 sponsored by Rep. Carl Wimmer, "Disclosure of Donations to Higher Education Institutions." Signed by the Governor, this bill went into effect on May 11, 2010. It requires the Board of Regents to report annually to the Legislature on any donations of $50,000 or more in a given year made to USHE institutions from a foreign person or entity (or of $250,000 or more if from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act for ten years or more).

Attached is the proposed policy reflecting the statutory (Utah Code Sections 53B-1-201 and 53B-1-202) requirements.

Recommendation

The Commissioner recommends that the Regents approve the proposed Policy R545 – Disclosure of Foreign Donations.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/TC
Attachment

R545, Disclosure of Foreign Donations

R545-1. Purpose: To provide direction on required reporting of foreign donations to the institutions of the Utah System of Higher Education (USHE).

R545-2. References

2.1. Utah Code Section 53B-1-201

2.2. Utah Code Section 53B-1-202

R545-3. Definitions

3.1 **Foreign government** means a government other than the government of the United States (U.S.), or U.S. state, territory, possession or political subdivision. .

3.2. **Foreign person** means an individual who is not a citizen or national of the U.S. or a U.S. territory or protectorate, or is a foreign government as defined in 3.1, or a foreign business, charitable organization or other entity that "has its principal place of business located outside the United States."

3.3. **Gift** means "an endowment, scholarship, gift, donation, or grant of money or property of any kind." Gift does not include payments to an institution for services that are contracted, tuition or fees paid for students.

3.4. **Conditional gift** means a gift as defined at 3.3 that is subject to conditions imposed, requested, or provided by a foreign government or foreign person. Conditions may include but are not limited to specific programs being supported, lectures, or subject matters to be taught.

R545-4. Disclosure Report

4.1. **Annual report:** Each institution shall, pursuant to Utah Code Section 53B-1-202, provide the Board of Regents with an annual disclosure report submitted no later than July 31, for the recently concluded fiscal year, in a format prescribed by the Office of the Commissioner of Higher Education that includes:

1) The name of the person or entity, date, country of citizenship or entity origin (if known) and the amount of any gift of $50,000 or more from a foreign person, considered alone or in combination with all other gifts from the foreign person.
2) The name of the person or entity, date, country of citizenship or entity origin (if known) and the amount of any gift of $250,000 or more if the gift, considered alone or in combination with all other gifts is from a foreign person with a principal residence or principal place of business located in the United States and with a permanent resident status under Section 245 of the Immigration and Nationality Act for 10 years or more.
3) Every foreign gift that is conditional or has restrictions must have a description of the conditions or restrictions.

4.2. Status Determination: Each institution shall, pursuant to Utah Code Section 53B-1-201(d), disclose based on their knowledge of an entity being foreign-owned. Institutions may, pursuant to Utah Code Section 53B-1-202(b), rely on the "address of a foreign person to determine the citizenship or nationality of the foreign person if the citizenship or nationality is unknown." Institutions shall make good-faith efforts using the best and most reliable information that is readily available to them or their first-hand knowledge in making such determinations.

4.2.1. Education Interim Committee: the Commissioner's Office shall annually compile the reports provided by institutions and provide a summary report to the Education Interim Committee listing all reportable gifts prior to the November interim meeting as required by law.

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: College of Eastern Utah and Carbon County Land Exchange

Issue

The College of Eastern Utah (CEU) has requested authorization to exchange 0.51 acres (Parcel C on the enclosed documents) of its Heavy Equipment/Trucking (HETR) Program property for two parcels of property (Parcels A and B) owned by Carbon County that are contiguous to the HETR property. The combined total of the two parcels to be received is 1.36 acres.

Background

Several months ago CEU was informed by Carbon County that UDOT had a road-widening project on the docket to widen Utah Highway 10. This project was projected to require closure of a point that would prevent Carbon County from having convenient access to its Search And Rescue facilities, as well as prevent some private individuals from accessing their property. At that time, the college was not given a timeline, nor was it notified that the project would require utilization of CEU property to accommodate the access closure.

Several months later, without anyone having made the college aware of the urgency of the project, construction was initiated and the access point was closed. This resulted in traffic being redirected across the adjacent HETR property. Negotiations were begun immediately to resolve the conflict, resulting in the proposed land exchange. Due diligence included a title search and an appraisal of the properties involved. No title problems were found on any of the properties and the appraisal judged the combined value of the properties received to be equal to the value of the property exchanged.

The process, obviously, has been unorthodox, but the outcome is positive for both the county and the college. The attached land-exchange agreement has been approved by the county and has also been reviewed by Mr. Tom Anderson of the Office of the Attorney General. The college needs Regents' approval in order to complete the transaction. Closing costs will be shared equally by the county and the college. Otherwise, there are no financial implications to the transaction.

Representatives from the college will be present at the meeting to respond to questions. Attachments included for your information are: the college letter requesting approval, a copy of the appraisal letter,

copies of an aerial photograph and a schematic showing the locations of the properties, and a copy of the land-exchange agreement.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed land exchange.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

College of Eastern Utah

June 9, 2010

Mr. Ralph Hardy
Special Assistant to the Associate Commissioner for Finance and Facilities
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Ralph,

Last Fall I contacted Dr. Greg Stauffer regarding a land exchange that would need to take place between the College of Eastern Utah and Carbon County. This exchange was necessitated by a UDOT road construction project to widen Utah Highway 10. The road-widening project forced Carbon County to close an access point that prevented the County convenient access to their Search and Rescue facilities and some private individuals from accessing their property.

Several months earlier, the County did contact the College and informed us that this project was on the docket, but they didn't get back with us regarding a construction timeline or need to utilize CEU property to accommodate the access closure. Though arrangements to accommodate the closure and new access requirements should have been resolved long before the project was initiated, CEU didn't become aware of the urgency for the exchange until the project began, the access point was closed, and the County started directing traffic across the adjacent CEU Heavy Equipment/Trucking (HETR) property. At that point (late last summer), we immediately began negotiations with the County to resolve the conflict.

The impact to the College was the reduction of acreage used for our HETR program. This space was not only used for academic training programs, but also for snow storage in winter. Loss of the land to a new access road needed by the County would have significantly impacted our HETR program without additional space for us. In that light, CEU and the County have negotiated the attached agreement for a land exchange of property parcels that would give the County the land it needed for its access road and give the College acceptable pieces of property so our HETR programs would not be impaired.

The attached agreement provides for an exchange of a .51 acre parcel of CEU property for 2 parcels of County land, equaling 1.36 acres, contiguous to the CEU property (see attached exhibits of parcels to be exchanged). During this process we conducted a title search and an appraisal of the properties involved. There

Office of the President

Michael M. King
Interim President

451 East 400 North
Price, Utah 84501

(435) 613-5220
Fax (435) 613-5422
E-mail mike.king@ceu.edu

are no problems with either property and the appraised value of two properties has been judged to be of equal value (see attached appraisal letter). There is to be no cost to the College or the County for the exchange.

I think that while the process has been unorthodox, the ultimate outcome of this exchange is a win-win situation for both CEU and the County. In addition to the extra space, the new access road to the county Search and Rescue facilities removes county vehicle traffic from college property and alleviates some safety issues under the previous circumstances.

Though this negotiation has dragged on for months, last week the Carbon County Commission approved and signed the attached agreement. This agreement was developed with our involvement and it is agreeable to CEU in the form approved by the County Commission. It has been reviewed by Tom Anderson - our representative from the Attorney General's office.

It is my understanding that this land exchange needs approval from the Board of Regents before the College can officially sign the agreement. I would ask that this item be placed on the June 25, 2010 Board of Regent's agenda for consideration and approval. Once the agreement is approved, the College and the County will go to a closing to make the exchange final. Closing costs will be shared by the College and the County.

Thank you for your consideration of this matter. Please let me know if you need additional information.

Sincerely,

Dr. Mike King
Interim President

Attachments

JOHNSON APPRAISING
JEFF JOHNSON

February 19, 2010

Mike King
College of Eastern Utah
451 East 400 North
Price, UT 84501

Re: Carbon County/CEU land trade

Dear Mike:

Pursuant to your request for an estimate of market value for parcels A-C of the Carbon County/CEU land trade, the following is my opinion of value:

Parcel C: $37,000
Parcel B: $26,000
Parcel A: $11,000

In my opinion, parcel A and B would be equal to the value of parcel C. It would be a like kind property trade between CEU and Carbon County.

If you have any questions, please feel free to contact me.

Respectfully submitted,

Jeff K. Johnson
Johnson Appraisal

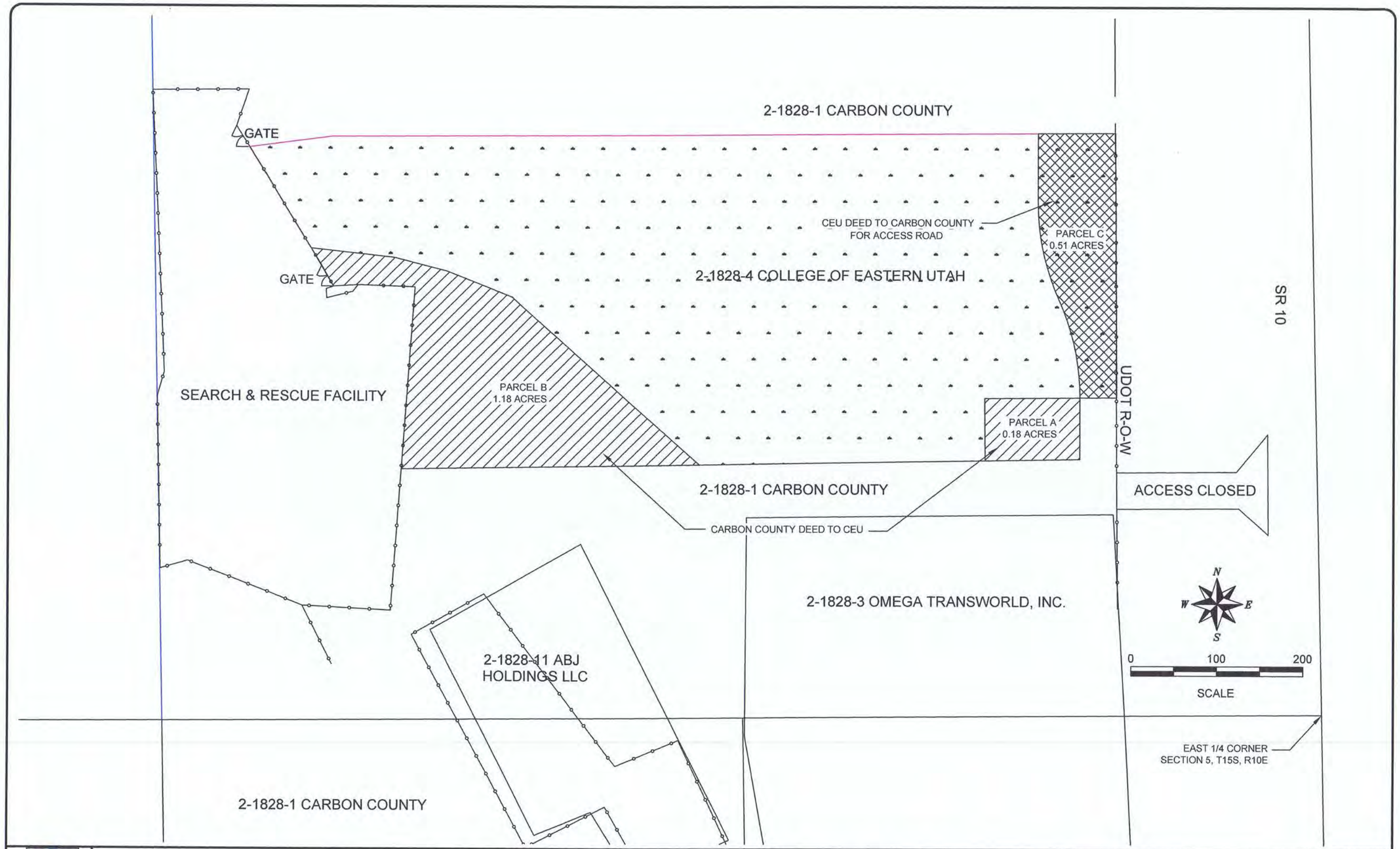
JKJ:lj

TELEPHONE: 435-637-5841 | FACSIMILE: 435-637-5877 | EMAIL: jjohnson@emerytelcom.net
ADDRESS: 1348 West 290 North | Price, UT 84501

CARBON COUNTY - CEU LAND TRADE - SR10

FIGURE
1

M:\SURVEY\CEU Truck Yard-UDOT Project\Base Map\dwg\Base Map.dwg, 10/13/2009 11:56:25 AM, 1:1.03396



CARBON COUNTY - CEU LAND TRADE - SR10

FIGURE
1

M:\SURVEY\CEU Truck Yard-UDOT Project\Base Map\dwg\Base Map.dwg, 10/13/2009 11:58:18 AM, 1:1.02245

LAND EXCHANGE AGREEMENT BETWEEN CARBON COUNTY AND THE COLLEGE OF EASTERN UTAH

An agreement for the exchange of real property located in Carbon County, Utah, between Carbon County, a body politic and corporate of the State of Utah, and the College of Eastern Utah, made this 2nd day of June, 2010.

WHEREAS, Carbon County and the College of Eastern Utah (hereinafter "CEU") desires to exchange parcels of real property located within Carbon County, and;

WHEREAS, Carbon County and CEU have determined that the exchange of real property will benefit each party;

WHEREAS, the College of Eastern Utah has determined that the property it will acquire from Carbon County will allow it to more fully utilize the property it already owns adjacent to the property to be acquired, and to more fully utilize its existing property; and

WHEREAS, Carbon County believes that the property to be acquired from CEU will enable Carbon County to place a new County access road onto the West side of State Road 10 and thereby increase the safety and ease of entering and exiting State Road 10, and will further the health, welfare, and safety of the citizens of Carbon County;

NOW THEREFORE, CEU and Carbon County do hereby agree as follows:

1. Consideration

A. Conveyance of Parcels A and B from Carbon County to CEU. In consideration of the conveyance of real property to be conveyed to Carbon County from CEU, and in consideration of the covenants and agreements made herein, Carbon County does hereby agree to release, quit-claim and convey to CEU the following parcel of real property.

Parcel A – Carbon County to CEU

A parcel of land in the Northeast Quarter of Section 5, Township 15 South, Range 10 East, Salt Lake Base & Meridian, being further described as follows:

Beginning at a point N 01°15'49"W 294.39 feet along the section line, and West 275.37 feet from the East quarter corner of said Section 5, thence S89°31'00"E 109.98 feet; thence South 71.17 feet to the point of beginning. With a basis of bearing of N01°15'49"W along the East section line of Section 5, T15S, R10E, Salt Lake Base & Meridian from the East Quarter corner to the Northeast corner of the section.

Containing 0.18 acres.

Parcel B – Carbon County to CEU

A parcel of land in the Northeast Quarter of Section 5, Township 15 South, Range 10 East, Salt Lake Base & Meridian, being further described as follows:

Beginning at a point N01°15'49"W 287.36 feet along the section line, and West 714.76 feet from the East quarter corner of said Section 5, thence S89°05'00"W 344.60 feet to a chain link fence; thence along the chain link fence N04°08'56"E 210.69 feet; thence along the chain link fence N88°03'51"W 66.16 feet; thence S86°21'56"W 28.36 feet to a chain link fence; thence along the chain link fence N30°31'51"W 51.12 feet to the Southwest corner of Carbon County Parcel 2-1828-4; thence along the south boundary of said Parcel 2-1828-4 the following four courses S83°46'00"E 97.20 feet; thence S75°34'00"E 62.70 feet; thence S68°24'00"E 80.90 feet; thence S48°21'00"E 290.60 feet to the point of beginning. With a basis of bearing of N01°15'49"W along the East section line of Section 5, T15S, R10E, Salt Lake Base & Meridian from the East Quarter to the Northeast corner of the section.

Containing 1.18 acres.

B. Conveyance of Parcel C from CEU to Carbon County. In consideration of the conveyance of real property to be made by Carbon County to CEU, and in consideration of the covenants and agreements made herein, CEU does hereby agree to release, quit-claim and convey to Carbon County the following parcel of real property:

Parcel C – CEU to Carbon County

A parcel of land in the Northeast Quarter of Section 5, Township 15 South, Range 10 East, Salt Lake Base & Meridian, being further described as follows:

Beginning at a point on the West right-of-way line of Utah Highway SR-10 N01°15'49"W 365.90 feet along the section line, and West 231.12 feet from the East Quarter corner of said Section 5, thence S89°34'35"W 42.68 feet to a 270.68 radius curve to the left with a chord bearing N12°18'43"W a distance of 115.38 feet, and a bearing to the center of the curve of S89°59'39"W a distance of 270.68 feet; thence along said curve 116.22 feet through a central angle of 24°36'44" to a 270.56 foot radius curve to the right with a chord bearing N12°18'33"W a distance of 115.36 feet, and a bearing to the center of the curve of N65°22'55"E a distance of 270.56 feet; thence along said curve 116.25 feet through a central angle of 24°37'05"; thence North 79.31 feet; thence N89°39'00"E 89.31 feet to the

West right-of-way line of Utah Highway SR-10; thence along said right-of-way line S00°29'00"E 305.00 feet to the point of beginning. With a basis of bearing of N 01°15'49"W along the East section line of Section 5, Township 15 South, Range 10 East, Salt Lake Base & Meridian, from the East Quarter corner to the Northeast corner of the section.

Containing 0.51 acres.

C. Easement for Snow Storage. As further consideration, Carbon County agrees to allow CEU to reserve an easement upon parcel C for the purpose of depositing snow. However, said easement shall be subject to the following terms:

i. CEU may deposit snow on either side of the road running across Parcel C. Said road is currently paved and a road crossing has been constructed to allow CEU's snow removal equipment to carry snow across the road for deposit on the East side of the road. In order to preserve the road base and grade of the road, and to preserve any asphalt or finish materials on top of the road, any snow deposited by CEU on the East side of the road shall be deposited only by dumping the snow, and not by pushing the snow across the road.

ii. CEU shall not cross the road at any other point.

iii. CEU will make its best efforts to store snow along the sides of the paved road in a manner that will minimize snow from spilling or melting onto the road, and in a manner that will allow Carbon County snowplows to deposit snow from the road along the sides of the road.

iv. CEU shall not deposit any other materials of any kind on Parcel C.

D. Placement of Sign. As further consideration, Carbon County agrees to allow CEU to reserve an easement for the purpose of allowing CEU to place a sign on Parcel C, facing the highway. Location and placement of the sign within Parcel C shall be subject to approval by Carbon County. Carbon County may reasonably restrict the size of any sign. CEU agrees that it will first obtain a permit from the State of Utah prior to placing any sign. CEU will be responsible for all costs associated with the placement and maintenance of the sign.

2. Closing. The parties do hereby agree that they will exchange deeds and such other documents as may be necessary for recording the quit-claim deeds and easements described herein at the offices of South Eastern Title Insurance Company at 175 East 100 South, Price, Utah, at such time as may be convenient for the parties. At the closing, each party shall present the other with the quit-claim deeds and reservations of easements as described in Section 1 of this agreement. Upon delivery of the deeds, each party shall be entitled to exclusive possession, use, and quiet title of the parcels conveyed, subject to the reservation of easements aforedescribed herein. The parties shall mutually share all closing costs.

3. Condition of Property. The parties do hereby agree and represent that they have performed any and all inspections of the parcels to be exchanged, have had the opportunity to complete any testing or engineering study on said property, and do hereby agree to accept each parcel "as is."

4. Title Report; Title Defects. The parties acknowledge receipt of that Certain Commitment for Title Insurance prepared December 2, 2009, by South Eastern Utah Title Company. The parties do hereby agree that they shall take their respective parcels of property subject to the Exceptions listed in Section B of the Commitment for Title Insurance.

With respect to that certain Trust Deed made by CEU on June 1, 1993, for the benefit of The Savage Companies, and recorded with the Carbon County Recorder as Entry No. 39811, in Book 329 at Page 802, Carbon County acknowledges that the interest secured by the Trust Deed has been reconveyed to CEU by virtue of a Full Reconveyance recorded with the Carbon County Recorder's Office on May 21, 2010, as Book 722 Page 505.

The parties agree that they will purchase and share the cost of a Title Insurance Policy, and further agree to obtain an updated Commitment for Title Insurance effective as of the date of the Closing. Either party may withdraw from this agreement in the event the updated Commitment for Title Insurance adds additional Exceptions to the December 2, 2009; however, should the parties proceed to exchange and record the quit-claim deeds and reservation of easements listed herein, each party shall take subject to said additional exceptions.

5. Covenants and Representations. Each party covenants and represents that it has not and shall not enter into any negotiations with, or entertain offers to purchase all or part of the aforedescribed parcels of real property during the term of this Agreement.

Each party further represents that it has not received written notice of any pending or threatened actions, suits, or proceedings against or affecting the aforedescribed parcels of real property, or any portions thereof, related to or arising out the parties' respective ownership, operation, management, use or maintenance of the aforedescribed parcels.

6. Indemnity. The closing of this transaction and exchange of the parcels described herein shall not be deemed to be a transferrance to the respective owners of any liability arising out of the prior owner's possession, management, use or ownership of the parcels. Each party does hereby agree to hold harmless the other and indemnify the other from and against any and all claims, damages, causes of action, penalties, fines, costs, expenses (including expenses brought for claims of specific performance or injunctions), related to or arising out of its own possession, use, maintenance and ownership of the aforedescribed parcels, and to pay all attorney's fees and costs incurred by the other in defending such claims.

7. Rescission. Prior to the closing, either party may rescind this agreement without penalty for any reason, and neither party shall have any remedy against the other.

8. Authorization. Each party warrants that it is duly authorized by law, statute or ordinance to enter into this agreement, enters into this agreement with the approval and full knowledge of its governing boards or bodies, and that each person signing this agreement on behalf of the respective parties has been authorized to do so.

9. Assignment. This agreement shall be binding upon the parties' respective assigns and successors in interest. This agreement shall not be assigned to another entity without the written consent of the other entity.

DATED this 2nd day of June, 2010.

COLLEGE OF EASTERN UTAH

By: _____

Its: _____

CARBON COUNTY

By: Will D. Krompel

Its: Carbon Commission Chair

ATTEST:

ROBERT P. PERO, Carbon County Clerk/ Auditor

ATTORNEY FOR COLLEGE OF EASTERN UTAH

_____

ATTORNEY FOR CARBON COUNTY

Christian Boyer

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Efficiencies in Higher Education Through the use of Purchasing Consortium and Cooperative Contracts

ISSUE

Members of the Utah Procurement Advisory Council (UPAC) will be present to discuss how the organization facilitates communication between higher education and the State of Utah Purchasing. UPAC and the State of Utah have worked on contracts and initiatives that benefit both entities. The intent of the presentation is to apprise the Regents of the activities and accomplishments of UPAC.

BACKGROUND

UPAC was organized statutorily in the early 1980s. The group consists of Chief Procurement Officers of institutions of higher education in the State of Utah, including both BYU and Westminster College, the Chief Procurement Officer of the State of Utah, and at least one other procurement professional from State Purchasing. The UPAC membership list is attached.

Generally the UPAC meetings result in more efficient operations and savings for higher education. New and existing contracts are discussed at the quarterly meetings including compliance and service issues. New and pending legislation and new and proposed procurement rules affecting statewide procurement are evaluated.

Jim Parker, Director of Procurement and Supply Management at the University of Utah and current president of UPAC, and Lois Wiesemann, Director, Purchasing Services at Salt Lake Community College and out-going President of UPAC, will present the unique requirements of higher education institutions and how campus procurement efforts effectively meet those requirements.

Commissioner's Recommendation

This is an informational item only. No action is needed.

_____
William A Sederburg
Commissioner of Higher Education

WAS/GLS/SSD

Utah Procurement Advisory Council
UPAC

Jim Parker, Chair
Director of Purchasing, Salt Lake Community College

Dan Reisner - Secretary
Purchasing Agent, State of Utah Division of Purchasing

May 13, 2010

Name	Institution	Telephone #	Fax #	Email Address
Jim Parker	University of Utah	(801) 581-6857	(801 581-8609	jparker@purchasing.utah.edu
Eugene Higham	Utah State University	(435) 797-1039	(435) 797-1089	Eugene.higham@usu.edu
Nancy Emenger	Weber State University	(801) 626-6015	(801) 626-6498	nemenger@weber.edu
Pete Heilgeist	Southern Utah University	(435) 586-7732	(435) 865-8402	heilgeist@suu.edu
Lois Weismann	Salt Lake Community College	(801) 957-4255	(801) 957-4445	lois.weismann@slcc.edu
Ryan Linstrom	Utah Valley University	(801) 863-8301	(801) 226-3247	lindstry@uvu.edu
Jackie Freeman	Dixie State College	(435) 652-7612	(435) 656-4000	freeman@dixie.edu
Robyn Sheriff	College of Eastern Utah	(435) 613-5233	(435) 613-5862	robyn.sheriff@ceu.edu
Mike Jorgensen	Snow College	(435) 283-7262	(435) 283-7261	michael.jorgensen@snow.edu
Craig Passey	Brigham Young University	(801) 422-7000	(801) 422-0743	craig_passey@byu.edu
Al Johansen	Westminster College	(801) 832-2127	(801) 832-3100	ajohansen@westminstercollege.edu
Brian Foisy	Utah College of Applied Technology	(801) 955-2173	(801) 955-2184	bfoisy@ucat.edu
Gregory Stauffer	Board of Regents	(801) 321-7131	(801) 321-7199	gstauffer@utahsbr.edu
Kent Beers	State of Utah	(801) 538-3143	(801) 538-3882	kbeers@utah.gov
Dan Reisner	State of Utah	(801) 538-3216	(801) 538-3882	dreisner@utah.gov

Utah Procurement Advisory Council Bylaws
(As revised, October 19, 2004)

Introduction

Group Purpose: The Utah Procurement Advisory Council (UPAC) has as its goal the increase of voluntary cooperative group contracting among the State of Utah and its institutions of higher education. UPAC encourages regular communication between purchasing heads for the specific purpose of group contract specification development and with the general intent of encouraging other cooperative efforts designed to more effectively and efficiently utilize state resources.

Ground Rules: Each institution is expected to participate in group contracts. Any contract resulting from Council actions shall be available to all participating members. In the absence of an agreement between the State Division of Purchasing and an institution of higher education specifically assigning administration of an individual contract to that institution, the State Division of Purchasing will issue and administer all group contracts.

Membership: Membership includes the chief procurement officer of the State of Utah, the head procurement officer of each state institution of higher education and one other member from the State Division of Purchasing as appointed by the Director of the Division of Purchasing to act as secretary. Ex officio members may be named as determined by UPAC.

Quorum: Six members of the Council constitute a quorum.

Title 63G. General Government
Chapter 6. Utah Procurement Code.

63G6103. Definitions.
(7) "Cooperative purchasing" means procurement conducted by, or on behalf of, more than one public procurement unit, or by a public procurement unit with an external procurement unit.

(14) "**Local public procurement unit**" means any political subdivision or ***institution of higher education*** of the state or public agency of any subdivision, public authority, educational, health, or other institution, and to the extent provided by law, any other entity which expends public funds for the procurement of supplies, services, and construction, but not counties, municipalities, political subdivisions created by counties or municipalities under the Interlocal Cooperation Act, the Utah Housing Corporation, or the Legislature and its staff offices. It includes two or more local public procurement units acting under legislation which authorizes intergovernmental cooperation.

(18) "Procurement" means buying, purchasing, renting, leasing, leasing with an option to purchase, or otherwise acquiring any supplies, services, or construction. It also includes all functions that pertain to the obtaining of any supply, service, or construction, including description of requirements, selection, and solicitation of sources, preparation, and award of a contract, and all phases of contract administration.

63G6104. Application of chapter.
(1) This chapter applies only to contracts solicited or entered into after the effective date of this chapter unless the parties agree to its application to a contract solicited or entered into prior to the effective date.
(2) Except as provided in Section 63G-6-105, this chapter shall apply to every expenditure of public funds irrespective of their source, including federal assistance, by any state agency under any contract.
(3) (a) ***Only the following sections shall apply to local public procurement units***: Sections 63G-6-103, 63G-6-105, 63G-6-301, 63G-6-303 through 63G-6-420, 63G-6-422, 63G-6-501 through 63G-6-602, 63G-6-801 through 63G-6-806, and 63G-6-815 through 63G-6-819; provided, however, that, except as provided in Sections 63G-6-906 and 63G-6-907, the jurisdiction of the procurement appeals board is limited to matters involving state agencies.
(b) Subsections 63G-6-208(1)(b), 63G-6-504(4), and 63G-6-505(2) also apply to local public procurement units.
(c) For the purpose of application of those sections and subsections to a local public procurement unit, "state" shall mean "local public procurement unit," "chief procurement officer" or "head of a purchasing agency" shall mean any person conducting procurement for a local public procurement unit, and "rules and regulations" shall mean ordinances and rules and regulations promulgated by a local public procurement unit to implement or supplement those sections.

Examples of "Best Practices" in Purchasing Applied Everyday to Every Purchase

- Recent competitive bid yields multiple bids for electronic upgrades to existing SLCC classrooms; Buyer splits award to multiple suppliers resulting in additional $46,000 savings on half-million dollar total order

- Local Logan supplier wants to ship orders across town; USU Purchasing specifies "hold-will call" on orders, saving thousands of dollars a year on unnecessary shipping charges

- U of U Purchasing hosts regular Supplier Showcase events to connect & familiarize end-users with suppliers/contractors

- U of U continues to streamline and automate processes to make the procurement process user-friendly & less time consuming. Example: purchasing documents are imaged upon receipt, allowing for immediate retrieval by any authorized user.

- Competitive bid for SLCC composite lab equipment yields $22,000 difference between lowest bidder ($88,000) and second lowest bidder ($110,000)

- Dixie College estimates 50% savings by using State Cooperative Contracts for office supplies; 75%-50% by using State Cooperative Contracts for furnishings.

Examples of Cooperative Procurement Efforts: Leveraging the Marketplace through Competition & Volume

Background Investigation Services (BIS) Contract

- Currently in specification development phase
- Higher ed representation on specification development team
    - BIS for new hires & students entering clinical placement programs
- RFP to be conducted under Western States Contracting Alliance (WSCA); Utah lead state
- RFP designed to leverage market with public sector purchasing power of Utah & 15+ western states
- Result in State Cooperative Contract for use by State of Utah , including higher ed

Scientific Equipment & Products Contract

- Collaborative effort between our research institutions & State Purchasing

Household Moving Services Contract

- U of U developed initial household moving contract to serve 100+ incoming faculty & staff moves per year; previously, each move was bid separately
- U of U collaborated with State Purchasing to develop a State Cooperative Contract
- State Cooperative Contract now used for 200+ moves a year, including U of U volume

Electronic Bidding System Contract

- U of U served as a pilot tester/evaluator
- State Cooperative Contractor is BidSync

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Efficiencies in Higher Education Through the use of Information Technology

Issue

In the January Regents meeting Steve Hess presented examples of savings and efficiencies in Information Technology (IT) the campus CIOs have accomplished. This presentation is a follow up showing estimates of actual dollars saved through standardization, consolidations, strategic purchasing, and outsourcing.

The economic downturn, loss of tax revenue and budget cuts has made it essential for colleges and universities to do more with less. We have reviewed several efficiency studies done by higher education institutions around the country. They focus on procurement, human relations, facilities and change management. In all these areas Information Technology is recommended as the central tool used to improve operational efficiency and reduced cost. A brief summary of these studies will be presented.

Some colleges and universities in the Utah System of Higher Education are not using some of the licensed modules in the Banner and Oracle operating systems. These modules provide a variety of services online and have the potential for greater efficiency and savings. They use best practice and have been developed through the shared experiences of many colleges and universities.

A report will be presented on a conference held on June 2 and 3 to review these unused modules and how they implemented to provide greater efficiency and savings.

Commissioner's Recommendation

This is an informational item only. No action is needed.

_____

William A. Sederburg
Commissioner of Higher Education

/SH

Information Technology Savings and Efficiencies

CIO's working with their campuses IT departments saved $ 9,644,682 in ongoing IT spending and $ 2,386,777 in one time funding.

This total represents actual dollars saved in IT expense across the system over the last two fiscal years. It does not include budget cuts on each campus IT operations and cuts to HETI funding. In most cases cuts to IT budgets have been backfilled by these savings. The total does not represent savings to the campus departments who use IT services to develop processes, transactions and applications online. We feel the savings in this area is significant but with reduced IT staffs there is not time enough to make these calculations.

How Savings and Efficiencies were made

1. Server Virtualization
2. Move to open source software
3. Moving applications, processes, transactions online
4. Out sourcing email
5. Move to IP Phones
6. Standardized desktop
7. Consolidating web sites and services
8. Change to electronic documents and work flow and ITIL for IT processes
9. Reducing the number of computer labs
10. Renegotiation of telecommunication contracts
11. Shared disaster recovery
12. Maintaining a single course management system
13. Maintaining a single ERP systems
14. Central Application Licensing
15. Greater shared printing
16 Greater use of collaboration tools such as Share Point
17. Greater use of product, portfolio and project management
18. Mandating business cases

Summary of SunGard Symposium

Approximately 75 representatives from the eight Utah Banner institutions gathered at Weber State on June 2-3rd. The participants heard from Darren Wesemann, SunGard HE Chief Technology Officer and Utah resident, about the future plans for Banner technology. SunGard has established online Customer Commons where institutions can share information as well as community source applications. This provides free software applications and enhancements to

extend the functionality and usability of Banner. Secondly, it provides access to thousands of knowledgeable resources in higher education.

The institutions learned how to leverage our existing Banner investments to improve productivity and performance. This included streamlining business processes using Banner workflow and document imaging as well as accessing data for improved decision-making. Breakout sessions were held to review in greater detail Banner features that the Utah institutions own but are not using. In the student area they reviewed the wait listing, reserved seating, online graduation application, incomplete grade processing and admissions features. Financial Aid reviewed the new algorithmic packaging, funds management, scholarship and athletic aid features which improve financial aid services to students and streamline the award process. Finance representatives learned about the features to improve budget development and management, grants accounting, managing endowments, managing travel and expense accounts as well as electronic procurement processes. Human Resources focused on streamlining processes through employee self-service functions, time entry options, effort reporting and labor re-distribution, faculty load and compensation and salary planning. The event was a success as institutions networked with their peers and learned ways to improve services to students, faculty and staff and institution decision-making while improving efficiencies and reducing costs.

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A Sederburg

SUBJECT: Health Benefits Institutional Plan Changes – July 2010

As a follow up to the information provided in the Health Benefits Index Study presented at the May 5, 2010 Board of Regents meeting, final detail regarding changes to institutional health plan offerings is provided in the report following this memo. Campus Human Resources departments have reviewed premium renewal costs for the health care plan year starting July 1, 2010 in order to determine changes to their heath care plans. Strategic decisions have been made to balance coverage, institutional and employee cost, provider access and employee and institutional expectation. The plan changes consider benefit cost in conjunction with total compensation.

Meaningful cost savings have been realized through plan changes. Efforts have been made to balance the lack of employee salary increases in recent years with the need for health care in a rising cost environment. The report lists specific changes made at each institution in an attempt to deliver a quality benefit that is affordable and yet provides access to quality health care. The Office of the Commissioner is comfortable with the decisions made by each institution to manage the unique experience and situations at each campus, and believes that the institutions continue to demonstrate wise management in the handling of health care benefits, as was demonstrated in the Health Benefits Index Study presented at the last Board meeting.

Commissioner's Recommendation

This is an informational item only. No action is needed.

_____

William A Sederburg
Commissioner of Higher Education

WAS/GLS/SSD

Institution	Cost % Increase for Institution	Information
UU	8%	• Increasing co-payment on Advantage plan by $5 and co-insurance by 5%. • Eliminated Basic Coverage Plan, added High Deductible Health Savings Option. • The premium increase was covered by reserves. • No increase in premium to employee.
USU	7%	• Changing deductible on one plan only, from $250/500 to $500/1000. • Providing preventative care coverage (physicals; certain tests such as colonoscopies, pap smears, mammograms, PSA; etc.) at 100% coverage, not subject to co-pays or deductible. • No increase in premium to employee.
SUU	4.56%	• Institution paid increase through a reserve. • Stayed with Educators Mutual as administrator. Will begin a self funded plan July 2010. • Added Wellness program, increased deductibles, office and ER co-pays, and out of pocket maximum • Increase in premium split equally between employer and employee – both went up by 4.56%
WSU	-3%	• Joining the PEHP network. • This provides a 3% decrease in medical benefits costs and their employees will see a 25% decrease in their premium share if they choose the Advantage or Summit Plan.
DSC	6% Ave.	• Employer premium increase of 2.68% on Advantage and 6.29% on Preferred plans. • Employee premium increase of 174.27% on Advantage and 5.2% on Preferred plans. • Increased out of pocket max.
UVU	4.29%	• Using self-funded reserves (2.15%). • Plan design changes such as coinsurance maximum amounts, co-pay increases (2.15%). • Increasing university's share of the medical insurance premium by 1.55% (2.14%). • No increase in premium to employee.
SLCC	3%	• Using reserves (3%). • Adjusting the plan design (5%). • Increase in employee premium by 2.2%
CEU		• Plan design changes. • No increase in premium to employee.
Snow	6%	• Plan design changes such as increased out-of-pocket maximums and coordination of benefit changes. • High Deductible Health Plan reduced out of pocket to make option more attractive. • There is no change in dental premiums or plan design. • Increase in premium split equally between employer and employee – both went up by 6%

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Summary of Series 1998A, 1999A, and 2001 Auxiliary and Campus Facilities System Revenue Bonds Refunding

Background

Attached is a Financing Summary of the results of the recent bond sale by the University of Utah to refinance its Series 1998A, 1999A, and 2001 Auxiliary and Campus Facilities System Revenue Bonds. The bond sale was authorized by the Board on April 1, 2010. The date of the sale was April 13, 2010, with closing on April 28, 2010. The winning bid produced Net Present Value savings of 8.41%, substantially exceeding the 3.00% threshold approved by the Board.

The attached Financing Summary provides the Regents with the relevant information, with the final results updated in red. The University was successful in convincing the bond rating agencies that not having a debt service reserve fund should not adversely impact the issue's rating. As a result, the actual par amount of the bonds is $23,515,000, which is significantly below the estimated amount of $26,000,000. It is also noteworthy that all of the details of the bond sale fall within the parameters approved by the Board.

Commissioner's Recommendation

This is an information item. No action is required.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

WELLS FARGO SECURITIES

$26,000,000*

$23,515,000

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. The Board of Regents was advised at the April 1 Regent meeting at Snow College that estimated net-present-value savings for this transaction were approximately 6.00%. (3.00% NPV is the standard for refunding issues.) Actual savings achieved by the University were 8.41% due to improving market conditions and strong execution by the University's underwriting team.
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. Note: The University succeeded in convincing the rating agencies that a debt service reserve fund would not be needed—with no adverse rating consequences. Actual par amount of the bonds came in at $23,515,000.
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). These ratings were confirmed.
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) The actual total discount came in at 0.527%
Sale Date:	April 13, 2010 (tentative) April 21st was sale date.
Closing Date:	April 28, 2010 (tentative) May 11th will be closing date.
Interest Payment Dates:	April 1st and October 1st, commencing October 1, 2010
Interest Basis:	30/360
Interest Rates:	Not-to-exceed 6.00% 5.00% was the actual highest coupon.
Principal Payment Dates:	April 1, 2011 through April 1, 2024
Maturity:	Not-to-exceed 16 years.
Redemption:	Callable or non-callable as deemed economically beneficial at the time of pricing the bonds. A 10-year par call was secured.
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:	Blake Wade, Ballard Spahr LLP
Underwriter's Counsel:	Eric Hunter, Chapman and Cutler

MEMORANDUM

June 16, 2010

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah's 2020 Higher Education Plan (draft)

Background

A draft outline of *Utah's 2020 Higher Education Plan* has been previously shared with the Board of Regents and other higher education constituents for comment. That outline has now been transitioned into a working draft document. The Commissioner's Office is seeking Regents' feedback regarding the draft 2020 plan.

Commissioner's Recommendation

This item is for discussion purposes only.

William A. Sederburg, Commissioner

WAS/CKM/JAC
Attachment

DRAFT June 16, 2010

Utah's 2020 Plan for Higher Education

June 2010

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds℠

This is a living document. It will remain in "draft" form until it has been formally approved by the State Board of Regents as "Utah's 2020 Plan for Higher Education."

The purpose of this draft is to enlist input, feedback, and support from the higher education community and its stakeholders to help shape the future of higher education in Utah. The feedback will be reflected in future drafts of this document.

The overarching purpose of this document is to serve as a compass to the State Board of Regents as well as to the higher education community and stakeholders in their implementation of strategies that will help ensure the future prosperity of Utah.

Introduction

In his January 26, 2010 State of the State Address, Governor Gary R. Herbert called upon the Board of Regents and Commissioner Sederburg to present a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the 21st century. This document is that plan.

> ***"First and foremost, we must protect public and higher education."***
>
> *Governor Gary R. Herbert*
> *2010 State of the State Address*

In recent years there has been an increasing recognition of the relationship between higher education and economic prosperity. As the 21st century knowledge-based economy steadily eliminated jobs of past generations, the demand for employees with postsecondary education has skyrocketed. When faced with dire economic problems which threatened even the most basic governmental functions, Governor Herbert declared the preeminent position of education. "First and foremost," he said in his 2010 State of the State Address, "we must protect public and higher education." Higher education represents the pathway to the future prosperity of Utah.

Higher education is about more than simply taking classes; it's about creating the talent necessary to secure Utah's future prosperity. Utah institutions forge an exceptional learner-centered educational system individualized to the needs of Utah students. While the product of their work may be defined as human capital, it can't always be monetized. The education of civic virtue, economic wherewithal, and personal responsibility develops lives, strengthens communities, and energizes economies in ways only abstractly measured but emphatically felt. The daily work of USHE institutions affects the lives of many thousands of individuals every year—both student and non-student alike.

National movements have also advocated the essential nature of higher education in a global economy demanding a "workforce for a 21st century." The consensus being that "all Americans should be prepared to enroll in at least one year of higher education or job training."[1]

The Lumina Foundation for Education, a private educational advocate foundation, has led the national movement with an aggressive public campaign.[2] The campaign focuses on a single, overarching big goal–"to increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025." Lumina defines "high-quality degrees and credentials" as "degrees and certificates that have well-defined and transparent learning outcomes which provide clear pathways to further education and employment."[3]

Education is the lifeblood to the knowledge-based economy of the 21st century. The higher the level of educational attainment a person has the more likely he or she is to earn a higher wage and thus improve his or her quality of life.[4] For example, in 2008 the median income for someone employed in Utah with only a high school diploma was $28,322,[5] which verges on the precipice of the

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[1] Restore America's Leadership in Higher Education; http://www.whitehouse.gov/issues/education
[2] Lumina Foundation for Education; http://www.luminafoundation.org/. The mission of Lumina Foundation for Education is to expand access and success in education beyond high school, particularly among adults, first-generation college going students, low-income students and students of color.
[3] Lumina Foundation for Education; http://www.luminafoundation.org/
[4] www.collegeboard.com/prod_downloads/.../ed_pays_2007.pdf; Lumina Foundation for Education; http://www.luminafoundation.org/
[5] US Communities Survey, 2008 – Utah

state's annual poverty level[6] for a family of four. However, as education level rises, so does individual income. The median annual income for a person with an associate's degree or certificate is $31,011. The median income increases an astounding 35 percent to $41,791 for the person with a bachelor's degree and 97 percent to $60,848 for the person with an advanced degree (see figure 1).[7] Indeed individual economic prosperity is directly linked to educational opportunity and attainment.

"The social and economic opportunities facing our country can best be addressed by educating many more people beyond high school. As we attain the goal, we improve the economy, strengthen civic engagement and reduce the costs of crime, poverty and health care and, in short, improve the human condition."[8] However, according to the 2000 Census[9], only 34.1 percent of Americans age 25 and over have earned an associate's degree or higher with an additional 29.1 percent of Americans having attended only "some college" without earning a credential or degree.[10] Education at all levels is the key variable in the equation of determining the economic prosperity of a state and in improving a person's quality of life.

"Unprecedented partnerships are essential because we are facing unprecedented challenges"

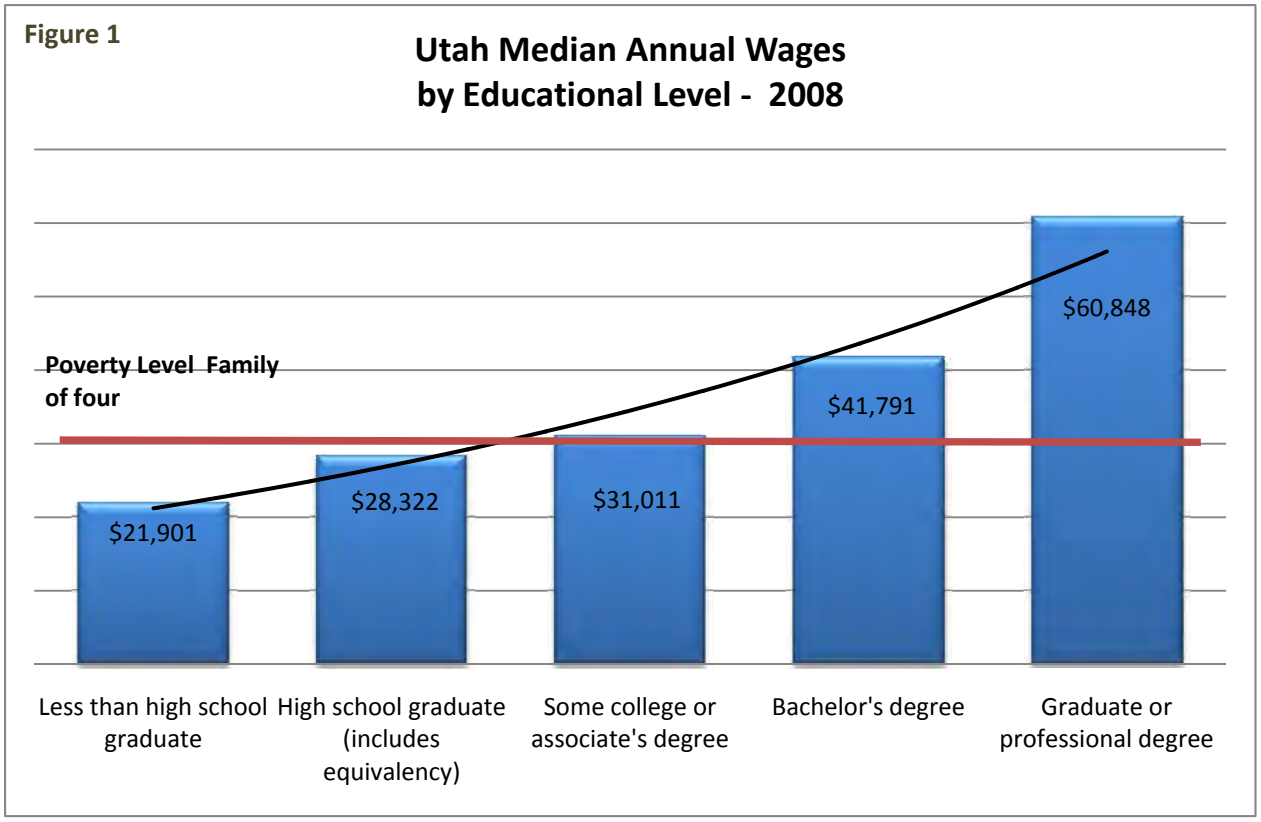
Governor Gary R. Herbert
2010 State of the State Address

There is a growing sense of national urgency for the U.S. to regain its leadership role among the other nations in the world as the nation with the premier educational system. This goal is admirable, but unattainable unless each state similarly acts in urgency to improve its educational systems and outcomes. National goals and issues aside, it is within Utah's best interest to improve its educational outcomes. The Utah System of Higher Education (USHE) is dedicated to partnering with the educational community and other stakeholders to improve Utah's educational outcomes and thus help ensure its future prosperity.

Under the leadership of the State Board of Regents and the Commissioner of Higher Education a "big goal" has been set for Utah to have 55 percent of its citizens ages 25 to 64 with a higher education certificate or degree by the year 2020. Even though Utah has selected 2020 as its target year to accomplish its big goal, accomplishing that big goal would align Utah's trajectory to meet the Lumina Foundation's overarching goal to have 60 percent of Americans ages 25 to 64 similarly credentialed or degreed by 2025.

Achieving Utah's big goal will require the collaborative effort and support of all higher education and technical training institutions in the state—public and private, for-profit and not-for-profit—as well as the public education system (grades K-12) to achieve. USHE alone cannot attain this goal. Thus, it is the hope that through the process of preparing and implementing this plan that Utah's big goal may become the common goal

[6] Utah's annual poverty level for a family of four is $27,564 based on Utah DWS Food stamp qualification; http://jobs.utah.gov/customereducation/services/foodstamps/qualify.html (downloaded 6/9/2010).
[7] US Communities Survey, 2008 – Utah
[8] Lumina Foundation for Education; http://www.luminafoundation.org/
[9] http://factfinder.census.gov/servlet/QTTable?_bm=y&-geo_id=04000US49&-qr_name=DEC_2000_SF3_U_DP2&-ds_name=DEC_2000_SF3_U&-redoLog=false
[10] Lumina Foundation for Education; http://www.luminafoundation.org/



among Utah's higher education community, public education, and key stakeholders. Utah's future prosperity depends upon it.

The Plan

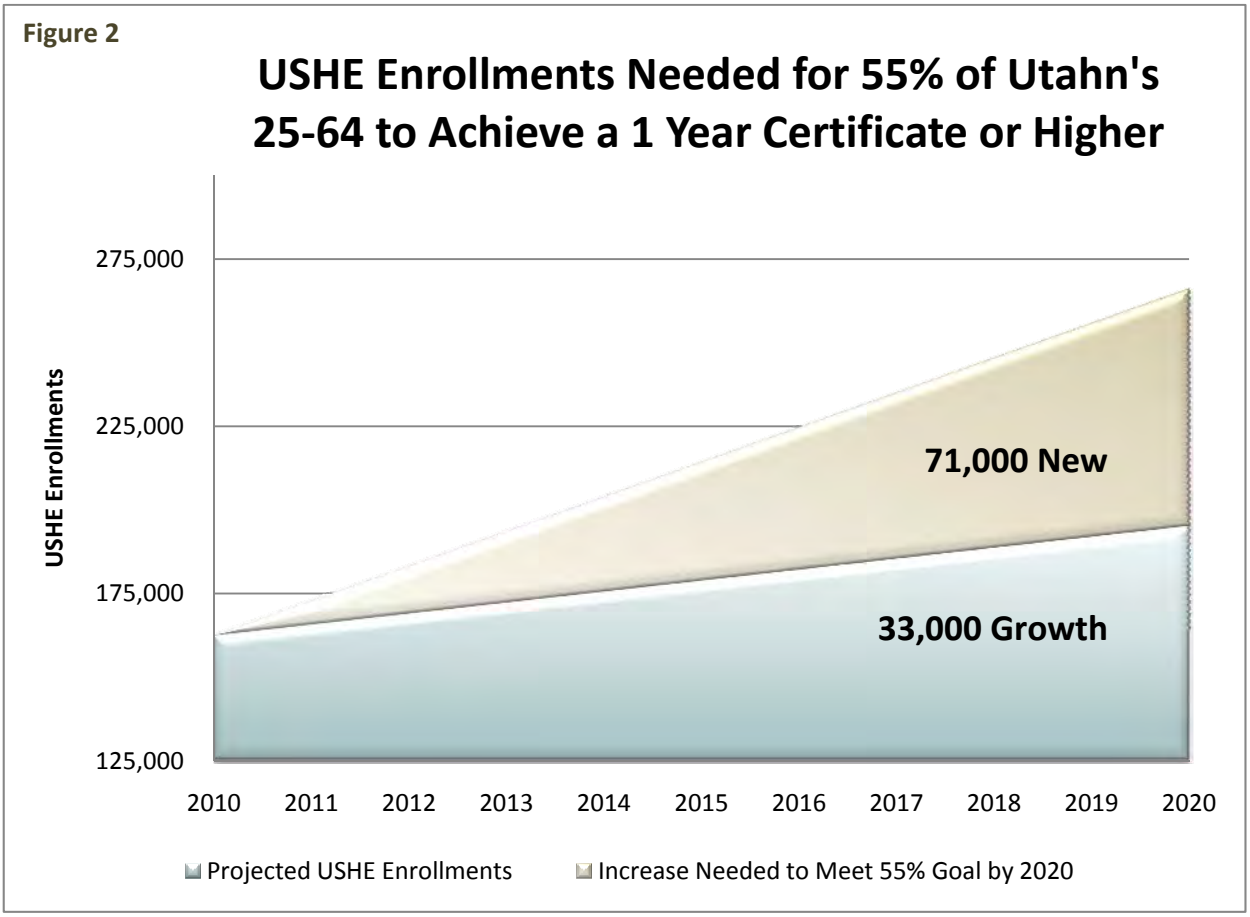
The Board of Regents and Commissioner Sederburg have responded to the governor's call for a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the 21st century. The plan unfolds in three main sections: 1) Utah's big goal; 2) the Board of Regents' three strategic goals—participation, completion, and economic development; and 3) additional strategies for improving the higher education experience in Utah.

Utah's Big Goal

The Board of Regents and Commissioner of Higher Education have identified a "big goal" for Utah, which is to have 55 percent of Utahns 25 to 64 years of age with a higher education certificate or degree by the year 2020. A higher education certificate or degree is defined as any quality certificate or degree that requires at least one year of postsecondary education. To achieve this big goal, Utah higher education and technical training institutions must significantly increase the number of students they enroll (participate) and retain through the completion of the chosen certificate training or degree program.

To reach 55 percent in ten years, USHE institutions will have to enroll 104,000 more students. That's roughly equal to adding another University of Utah, Utah State University (including the College of Eastern Utah), Weber State University, Southern Utah University, Dixie State College, and Snow College (see figure 2). In fall 2009, USHE institutions enrolled 164,862 students.[11] According to population growth projections and assuming consistent historical enrollment rates, USHE institutions expect to enroll 33,000 more students by2020—that is

[11] USHE, 2009 Fall Headcount



roughly equivalent to adding another University of Utah in student population in the next ten years. If, however, Utah's big goal is achieved an additional 77,000 new students will seek a college-level education for a net growth of 104,000 additional students.[12]

Fortunately, USHE institutions do not intend to accomplish this goal alone. There are other quality private institutions in the state that will help shoulder this increase in demand. Additionally, the Utah College of Applied Technology (UCAT) will play a role in shouldering the increased demand in technical training. Even so with the dedicated support of these institutions, the bulk of the demand will be met by USHE institutions.

Shifting from inputs (enrollments) to outputs, the need to increase the production of certificates and degrees awarded is also a significant factor to achieve Utah's big goal. According to the Integrated Postsecondary Education Data System (IPEDS), Lumina Foundation, and Utah's Governor's Office of Planning and Budget (GOPB), the total number of Utahns with an earned certificate or degree are projected to increase by more than 83,000 by the year 2020. **However, in order to achieve Utah's big goal, an additional 119,500 Utahns will need to earn a certificate or degree by the year 2020** (see figure 3).[13]

Breaking these outputs down by type according to current projections the additional certificates or degrees roughly

[12] USHE Enrollment Projections August 2009/I.R.; Utah Population Estimates – Governor's Office of Planning and Budget; Lumina Foundation (US Communities Survey, 2008 – Utah Educational Attainment –Utah)

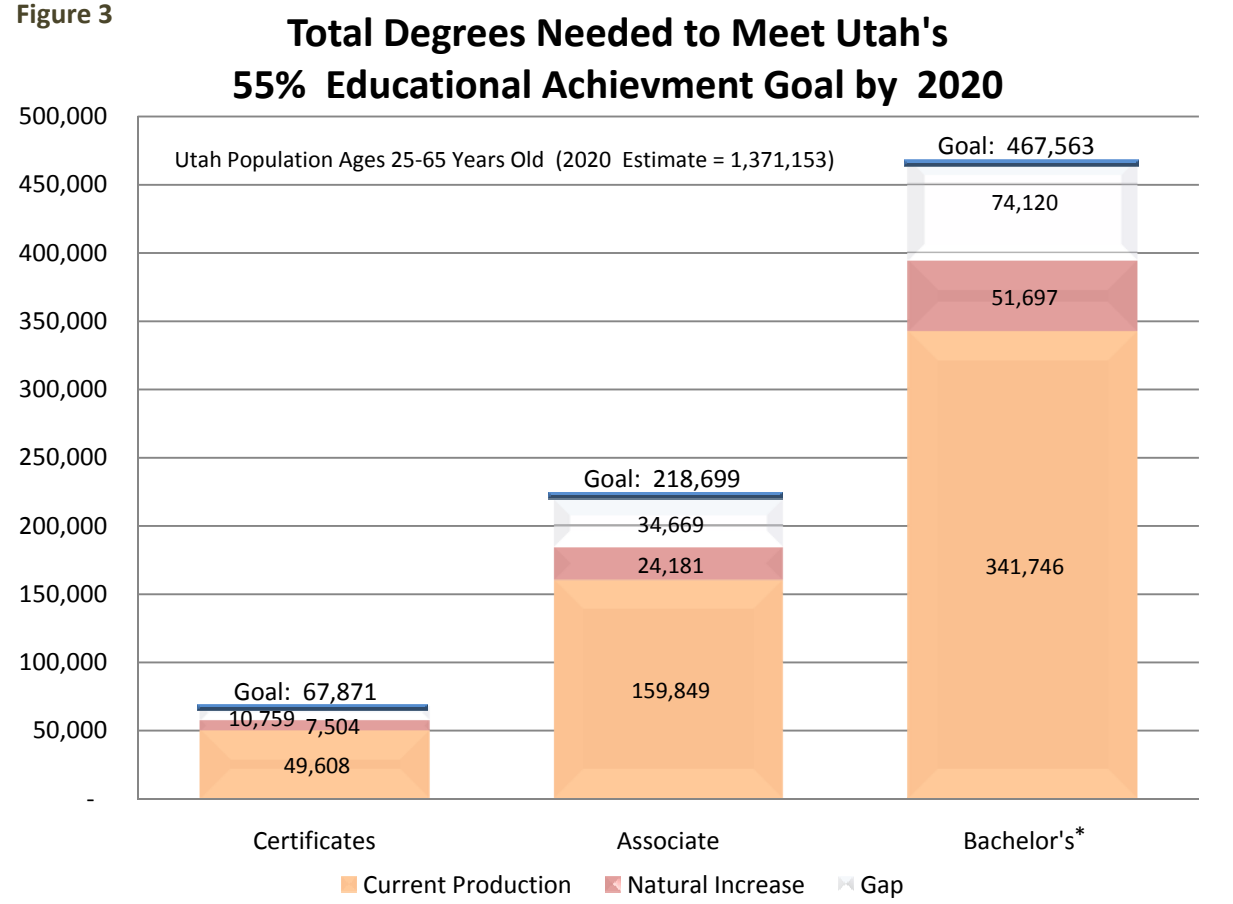
[13] Utah Population Estimates – Governor's Office of Planning and Budget; Lumina Foundation (US Communities Survey, 2008 – Utah Educational Attainment –Utah); NCES/IPEDS Completions Survey 2009 – Utah

equates to adding 7,500 more certificates, 24,000 more associate degrees, and 51,700 more bachelor degrees by the year 2020. Yet, to achieve Utah's big goal, an additional 10,800 certificates, 34,700 associate, and 74,000 bachelor degrees will be needed. In total, by the end of the decade the goal is to have 68,000 Utahns with a certificate, 219,000 Utahns with an associate's degree, and 468,000 with a bachelor's degree.[14]

While the big goal may not encompass advanced degrees directly because graduate students have already earned a bachelor's degree, the importance of advanced degrees cannot be overstated. State-wide prosperity relies upon expert leadership often associated with advanced degrees. Many economic clusters in Utah already require a steady supply of master- and doctorate-level skilled employees. This demand is only anticipated to grow throughout the next decade. USHE institutions will continue to develop not only high-caliber, but also industry-driven graduate programs to meet the expanding social, economic, and civic needs of the state. Utah's next generation of leaders in science, medicine, engineering, business, and civics will emerge from Utah's research and master's universities.

So, who are the Utahns that will be earning these degrees? Utah is in the midst of a demographical shift. By the year 2020 approximately 22 percent of Utah's population will be of an ethnic minority.[15]

Figure 3



** To control for redundancy, graduate degrees are not measured because the overwhelming majority of all graduate students have already earned a bachelor's degree.*

[14] Ibid

[15] Pamela S. Perlich, PhD; Governor's Education Excellence Commissioner, April 21, 2010; Utah's Demographic Transformation: A View into the Future.

The majority of this population is currently in the public education system (K-12) and will be part of the targeted population for enrollment into higher education and technical training in the next ten years.

A challenge will be helping the emergent minority population graduate from high school prepared for college. For example, only 67 percent of Hispanic students graduate from high school compared to 91 percent of their white counterparts. Of those that do graduate from high school, only 16 percent of the Hispanic graduates enroll in college compared to 45 percent of their white counterparts.[16] This is the largest gap in the U.S.; thus, an opportunity for higher education to partner with public education to close this enrollment gap to better serve our state and communities.

The vast majority of the jobs in today's knowledge-based economy require some level of postsecondary education. Without it, a person is more apt to become a drain upon their communities. They will be more prone to require welfare assistance including housing subsidies, food stamps, health care, etc. to sustain their lives. Such persons are also more likely to have increased conflicts with the law and thereby be in and out of incarceration. {SOURCE – the story line of the real cost of not investing in higher education}

A far better investment of resources is to help people earn a college-level certificate or degree. According to the U.S. Department of Labor and the Bureau of Labor Statistics, 56 percent of the jobs in 2008 that had a minimum median annual income of $32,390 required a postsecondary certificate or degree. While it was reported that 40 percent of the jobs of the same minimum median annual income required significant on-the-job training, it was understood that many of these jobs—e.g., chemical plant and system operator, police officer, or firefighter—also required postsecondary training or certification. Only 4 percent of the jobs with a $32,390 minimum median annual income allowed for short-term training or no postsecondary education (see figure 4).[17]

> ***"If we all pitch in with the spirit of commitment this state is known for, we can be leaders in providing the most prepared and productive workforce in the nation. This is not just an investment of dollars, but of time, energy and innovation from all of us."***
>
> *Governor Gary R. Herbert*
> *2010 State of the State Address*

Simply put, education pays. It not only "pays" or benefits the individual by improving his or her income potential and quality of life, but it also pays the state through an increased tax base and benefits communities by lessening the drain upon public resources. {add tax ROI figures}

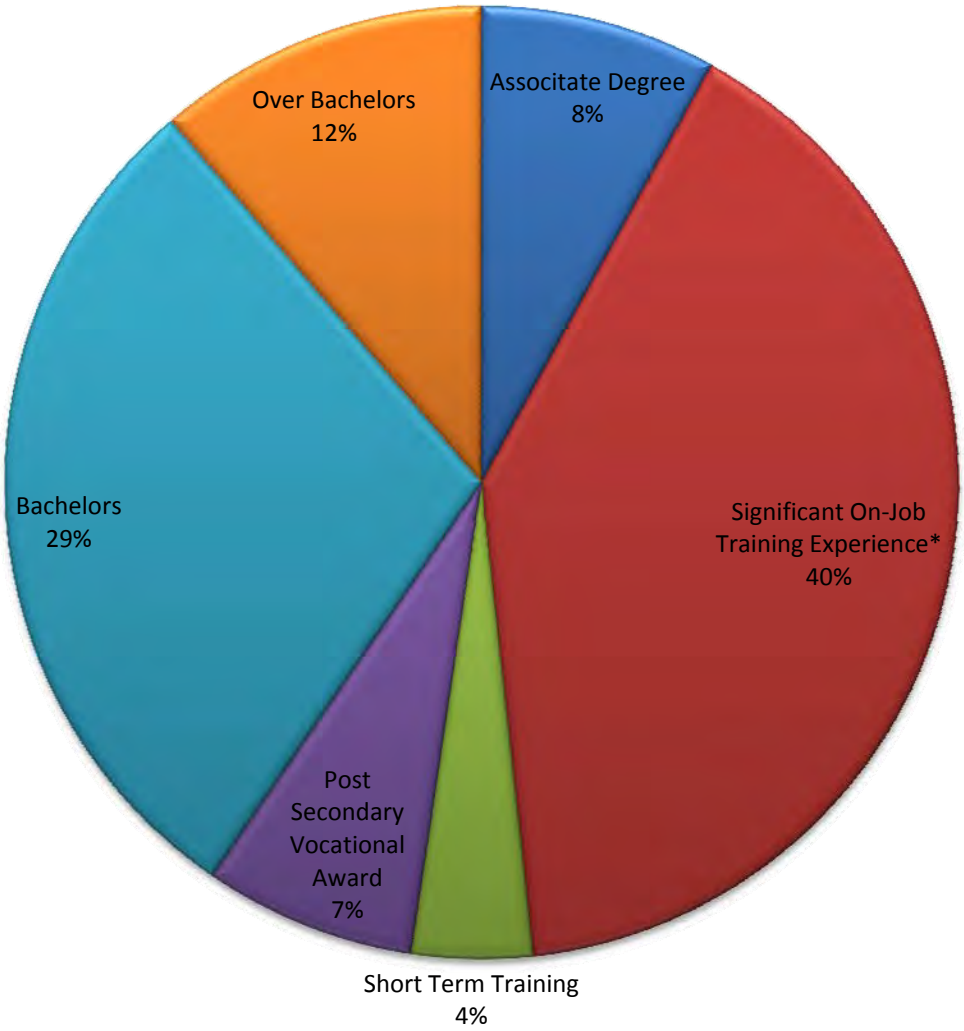
However, this benefit requires a significant upfront investment. If Utah is to be successful in attaining its big goal, additional resources will be required to appropriately educate and serve the students of Utah.

[16] USHE

[17] Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2008

Figure 4

U.S. Jobs with a Median Annual Income of $32,390 or Higher by Education Requirements



**Some Jobs may also require post-secondary training or certification (e.g., chemical plant & system operators, nuclear power reactor operators, police officers, and firefighters)*

USHE is already the most efficient higher education system in the U.S. It produces more college graduates per allocated state dollar than any other state.[18] Yet, no matter how well managed and efficient USHE institutions are, they cannot absorb the projected enrollments plus the added enrollments required to do their part in achieving Utah's big goal and maintain quality instruction without significant increases in funding.

Utah's big goal to have 55 percent of Utahns 25 to 64 years of age with a higher education certificate or degree by the year 2020 may appear a daunting feat; however, it is

[18] NCHEMS; Higher Education and the Future of Utah, January 28, 2010

achievable if the educational community and its stakeholders commit to doing their part to attain the goal.

The following section identifies the Board of Regents' three strategic goals that, if accomplished, will lead Utah to achieve its big goal and thereby ensure the future prosperity of the state.

Three Strategic Goals of the State Board of Regents

To attain Utah's big goal as well as to answer the call of Governor Herbert to produce a talent force ready to meet the needs and demands of the global, knowledge-based economy of the 21st Century, the Board of Regents has committed to work collaboratively with the various USHE institutions to:

1. increase the rate of student participation (high school graduates and returning adult learners) in postsecondary education programs,
2. increase the rate of student completion in their chosen field of training or study, and
3. increase the level of economic innovation through research, technology transfer, and by nurturing individuals and companies that create new knowledge.

> ***"We owe it to our students, and to the future of our State, to provide an education that prepares our youth to compete in the global marketplace"***
>
> *Governor Gary R. Herbert*
> *2010 State of the State Address*

The Board of Regents cannot achieve these goals without the support and engagement of the USHE institutions. The approach and strategy that each institution adopts to achieve these three goals depends upon its mission and institutional type. The Board of Regents has challenged the USHE institutions to identify and implement appropriate strategies within their missions to help Utah attain its big goal by achieving the Board of Regents' three strategic goals. If the institutions successfully meet this challenge, Utah's big goal will be reached and Utah's prosperity secured.

The reporting of progress made in achieving the three strategic goals to the Board of Regents will be broader and less detailed than at the campus level. A dashboard {build and put in appendix} has been developed for the Board of Regents to track the state's progress in attaining Utah's big goal through the progress made in achieving the three strategic goals. The following sections identify the key elements of the dashboard report and provide more detail of the needs and strategies associated with the Board of Regents three strategic goals.

Participation

{Need information from the Participation Task Force}

The first target is to increase the rate of participation for Utahns ages 18 to 24 in postsecondary education programs. 88 percent of Utah students graduate[19]from high school; yet, only 44 percent[20] of those graduates go on to college within the one year. {add more text}

[19] http://www.schools.utah.gov/main/DATA-STATISTICS/Other-Data---Statistics/DOCS/2009CohortGraduationRateandSingleYearDropoutRateRe.aspx
[20] http://measuringup2008.highereducation.org/print/state_reports/long/UT.pdf

A second target is to increase the participation rate of returning adult learners (age 25 and older) that never enrolled nor completed a certificate or degree program. {add more text}

The strategies to reach these two targeted populations will vary according institutional type and mission. {add more text}

Completion

{Need information from the Completion Task Force}

Need to improve student retention rates once enrolled. {add more text}

Need to get more students to complete their chosen certificate or degree program once enrolled. {add more text}

Economic Development

The Board of Regents' goal is to increase the level of economic innovation through research, technology transfer, and by nurturing those who will create new knowledge and companies.

Governor Herbert accurately claimed, "we owe it to our students, and to the future of our state, to provide an education that prepares our youth to compete in the global marketplace. This will not happen, however, without renewed and sustained emphasis in the areas of science, technology, engineering and math. Indeed, many of the jobs available today—and those our students will seek in the future—already require these skills."[21]

For example, it is expected that within the next five to six years there will be 794 job openings in computer engineering, 561 in electric/electronic technology, and 13,399 in nursing.[22] It is incumbent upon the higher education and technical training institutions to align course curriculums and educational programs with business opportunities and industry needs. Utah must do a better job at developing a talent force ready to take advantage of the opportunities and meet the needs of the knowledge-based economy if it is to be prosperous in the future.

Utah has a network of higher education institutions consisting of public and private institutions that produce two basic goods—ideas and talent. Ideas are generated through the research process. These ideas, in the right kind of environment, can take form and become viable business opportunities. Similarly, talent is developed through the learning process. Graduates become the talent pool from which businesses hire employees to meet their growing employment needs.

{Add descriptions of USTAR, UCAP, the SBDCs, and UMEP}

{Introduce the idea of higher education as an economic cluster – it has a $3 Billion annual economic impact}

Strategies

The following are suggested strategies to be explored in more detail through the planning process. The feedback received from the State Board of Regents' May 5, 2010 strategic discussion is included.

{needs to be developed more and prioritized}

General – Planning Process

[21] Governor Gary R. Herbert, State of the State Address, January 26, 2010

[22] http://www.occsupplydemand.org/
2010 Georgia Career Information Center, Georgia State University for the U. S. Department of Labor. All rights reserved.

- Alignment with USHE institutional plans – tie to NW accreditation standards
- Align with the SL Chamber's Prosperity 2020 Plan – education is the driver of long-term prosperity
- Align with USOE and DWS ten-year plans – ensure consistent use of data and vocabulary
- Foster healthy relationships with private institutions to access more detailed data beyond the general data reported to IPEDS. Such as:
    - Number of Utah students attending – county of origin to account for student immigration
    - Student population breakdown by age and ethnicity
    - Know where graduates are placed in/out of state; in what fields; graduates by county of origin

Capacity/Technology

- How to manage the growth/increase of students:
    - K-12 pipeline
    - Success with increased participation
- Encourage three-year degree programs (UC system model)
- Increase the number of on-line course offerings and learning opportunities

Access/Preparation

- Targeted recruiting strategies (minority populations/families)
- Enhance community college network/function (Community College Task Force recommendations)
- Funding for need-based aid (students are shouldering an increasing share of the cost of tuition and this will likely continue; thus making need-based aid more important than in the past)
- Funding for Regents/New Century scholarships
- Greater efficiencies in advisement (need more advisors; better leverage of social media forms of advising)
- Early college high school; differential high school diplomas
- Better leveraging of concurrent enrollment, CTE, and AP programs
- Expand Utah Scholars initiative to increase outreach to all elementary, middle/jr. high, high schools
- College readiness statement; establish higher education admissions standards

Retention/Completion

- Establish degree completion strategies
- Establish incentives for students to graduate as soon as possible
- Greater flexibility in scheduling
- Institutional retention strategies per mission type
- Match SEOP with a college plan
- Completion contracts signed in freshman year
- Increase advisement services

Economic/Workforce

- Establish workforce readiness standards
- Better articulation with community colleges and UCAT campuses
- Increase internship opportunities
- Support USTAR
- UCAP initiative

Funding

- Identify new funding mechanisms and sources:
    - Mission-based funding model
    - Local taxes
    - State funds

    - Legislative approval of a ten-year funding plan; X% per year (UDOT model)
- Differential tuition for community college degrees/programs (lower tuition for community college programs)
- Public awareness of higher education's ROI

Conclusion

- Utah's Big Goal: 55% postsecondary completion rate by 2020
- Small state
- Highly networked state
- Need to work together

MEMORANDUM

June 16, 2010

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah's 2020 Higher Education Plan (draft)

Background

During the May 5 State Board of Regents meeting the Regents and Presidents participated in a strategic planning exercise. Enclosed is a summary of feedback received, which has been included in the draft 2020 Plan.

Commissioner's Recommendation

This item is for discussion only.

William A. Sederburg, Commissioner

WAS/CKM/JAC
Attachment

Board of Regents Strategy Discussion
Summary of Work Session Conducted May 5, 2010
Prepared by T. Craig Bott – Grow Utah Ventures

Prioritization of Issues

The regents considered seventeen initiatives. (See: Prioritization of Strategic Actions). In a facilitated discussion, the prioritized initiatives were determined. Each of these presented below in order of priority. The regents provided additional comments on each of the initiatives in smaller breakout discussions individually.

Initiative #1 - Increase the Number of Students Enrolled in College

Comments

- Get everyone graduated from High School
- Focus on Minorities and 1st family members attending college
- Recognize the role of high school CTE and figure out a credit formula for community colleges
- Use of AP credits as an entry-level strategy
- Promote early college without loss of financial aid—i.e. scholarships
- Admit and register students prior to high school graduation at the appropriate college. Match the SEOP with college plan
- High school different diplomas including technical diploma
- Develop outreach advising and counseling to underserved populations (go to the community centers, cottage meetings, local schools, homes)
- Raise high school graduation requirements to college ready/ career ready/ match national standards/ match colleges
- Lower the wage for oil field workers
- Outreach to first-time college "families"

Initiative #7 - Establish Degree Completion Strategies

Comments

- College readiness
- Support systems
- Time to achieve goals/course offering options
- Create interest in elementary grades
- Working relations between high school counselors and academic advisors
- Add undergraduate research in all college years
- Contracts signed by freshmen and their plan for completion
- Percentage students with agreed upon contract
- Internship opportunities
- More loan forgiveness programs
- UCAT to higher education transition

- Clear academic paths to degree completion
- Higher tuition for excessive credits to complete
- Cohorts entering together that provide peer support and advisement
- Retention rates/ percentage compilation/ years to compilation
- More advisement on choice of degree

Initiative #13 Enhance Community College Network/Function

Comments

- Engage legislature
- Communicate to public/ clarify role of each institution
- Secure funding to improve participation/access
- Enrollments up, completion up, and tuition down
- Retention
- Follow recommendations of Community College Task Force report
- Have an accounting system for all USHE institutions which includes non-credit CTE and is comparable to UCAT reporting
- Legislature and others use full reports with both credits and non- credit
- Develop articulation with UCAT institutions
- Define model and articulate an effective and efficient model to serve Utah
- Expand support for financial and in particular for community college level students (one way to address tuition)
- Assure that community college services including CTE are offered close to the rural populations of Utah.
- Expand funding for community college function
- Articulate role of regular universities in meeting needs of region and supporting community college role- define model and articulate as an effective and efficient model to serve Utah.

Initiative #14 Identify and Implement Funding Strategies

Comments

- Fund all CTE in the state consistently—all state providers of non-credit
- Equitable funding per similar is achieved
- Funding—get government and legislature leadership on board
- Communicate with public sell values of higher education
- Prioritize and sell mission-based funding and enrollment group
- Additional state funding sources continuing year to year. Taxes, appropriations, grants etc.
- Must not be a gamble every year
- Successful passing of legislation
- Prospective tax/ sales tax funding by community college district on statewide basis
- Develop compelling message/ model for higher education funding

- Develop and send to the legislature a funding model that rewards benchmarks/achievements besides just growth; one that takes into consideration the unique roles and missions of the USHE institutions measurements? Does the money follow the mission?

Initiative #4 Increase Available Student Financial Aid

Comments

- Need scholarship and work-study options
- Expand and fund on camps and community job opportunities for students
- Fully fund regents scholarships
- Look at FAFSA requirements—a huge barrier for many ethic and low income groups
- Expand load forgiveness for additional critical career field completers who stay in Utah
- Increase ability to work for low payments
- The scholarship awards (i.e. regent scholarships) to increase legislative funding

Initiative #9 Establish Workforce Readiness Standards

Comments

- Inventory/project workforce needs align resources and curriculum
- Define the needs of workforce
- Determine how to train the supply

Prioritization of Strategic Actions

Charge
In his January 26, 2010 State of the State Address, Governor Gary R. Herbert called upon the Utah 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 over the next ten years (2020). This plan is due to the Governor in the fall of 2010.

There are many important issues and initiatives the Board of Regents can address and pursue over the next ten years, but which ones are most significant, will answer the charge of Governor Herbert, and best position Utah for economic success in the future? Which will have the greatest impact on advancing Utah towards the goal of having 55% of Utahans with a higher education certificate or degree by 2020? What actions should the Regents and the Utah System of Higher Education take to help Utah produce the talent to meet the needs of the knowledge-based economy and provide the well-prepared and productive workforce our state needs to be competitive?

Instructions
Below is a list of prospective initiatives, some proposed and some currently underway, which constitute the strategic actions of the plan. These actions are grouped into four general categories of effort that address the specific direction of what must be done to achieve the overall goals of the plan. As a small group, please discuss briefly each of the action items. Select five (5) actions that you collectively feel are the highest priority initiatives that should be pursued over the next ten years.

Strategic Actions

Participation (Access)

- ☐ 1. Increase the number of students enrolled in college
- ☐ 2. Clarify and implement admissions strategies
- ☐ 3. Enhance the K-16 Alliance
- ☐ 4. Increase available student financial aid

Completion (Retention)

- ☐ 5. Improve advising and career planning
- ☐ 6. Increase instructional delivery options

- ❑ 7. Implement degree completion strategies
- ❑ 8. Establish E-portfolio requirements

Economic Development (Talent Force)

- ❑ 9. Establish workforce readiness standards
- ❑ 10. Create strategies for Talent Force Development
- ❑ 11. Expand UCAP initiative
- ❑ 12. Expand USTAR initiative

Administrative and System Excellence (Structure)

- ❑ 13. Enhance Community College network/function
- ❑ 14. Identify and implement funding strategies
- ❑ 15. Identity and implement capital facility strategies
- ❑ 16. Increase use of technology delivery methods
- ❑ 17. Create and sustain a coordinated public awareness campaign

MEMORANDUM

June 16, 2010

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: ARRA – State Longitudinal Data System (SLDS) Grant Award

U.S. Secretary of Education Arne Duncan announced on Friday, May 21, that Utah was awarded $9.6 million for the design and implementation of a statewide longitudinal data system funded through the American Recovery and Reinvestment Act (ARRA) of 2009.

In Utah, grant oversight will be through the *Utah Data Alliance* (UDA) formed from the three participating agencies: Utah State Office of Education (USOE), Utah System of Higher Education (USHE), and Utah Department of Workforce services DWS). Members of each organization will serve on the steering and administrative committees. Additional support will be provided by Utah Education Network (UEN) and Utah Education Policy Center (UEPC). While the final distribution of funds is still to be determined, the original proposal had the funds allocated in the following areas:

1) $2,072,600 for equipment and supplies to build and maintain a central, secure, shared data system called the Utah Data Alliance Data Share (UDADS);
2) $5,516,098 for salaries and benefits for I.T. and research personnel at each of the partner agencies;
3) $1,093,750 for additional data sources and contracts; and
4) $339,500 for travel and training to disseminate research results at appropriate venues.

It should be noted that Utah was awarded more funds than were requested in the proposal and that no matching funds are required by any state agency.

The purpose of the grant is to support the development and implementation of a data system that will promote research on student progress from early childhood to career. The expected outcome of the research is to inform and improve policy and practice within the state's educational and workforce infrastructure.

Commissioner's Recommendation

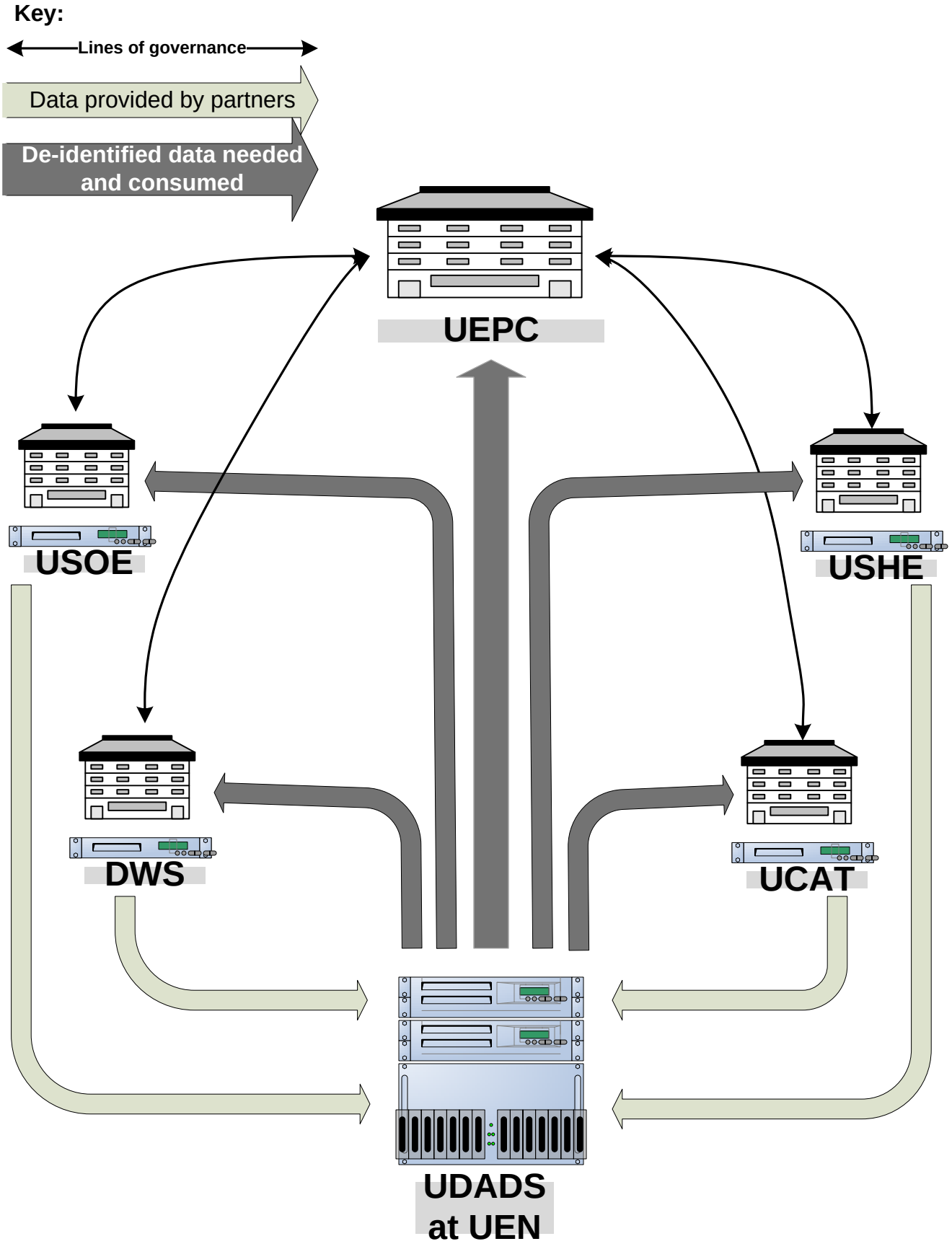
This item is for information only

William A. Sederburg, Commissioner

WAS/CKM/JAC
Attachments

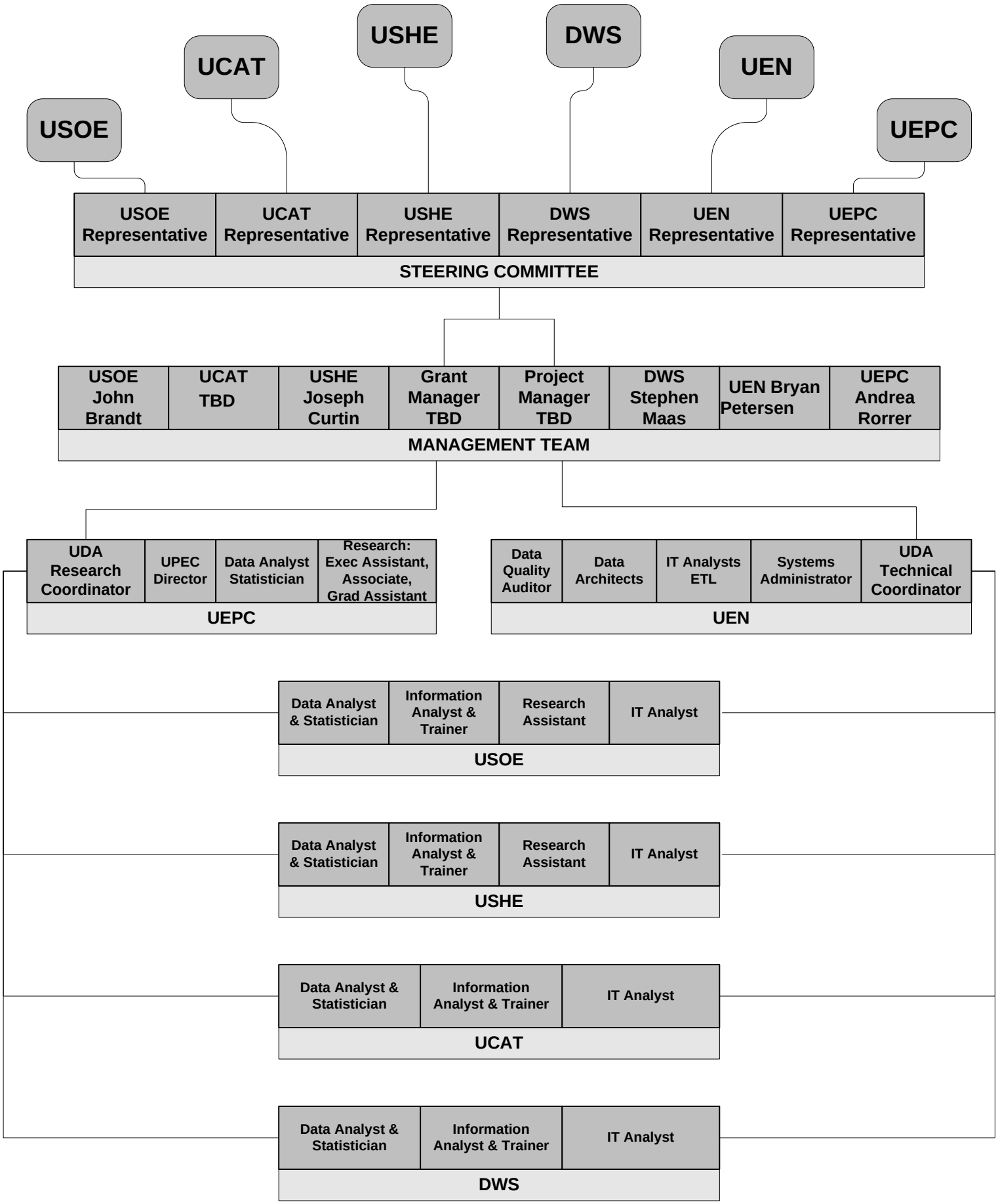
UDA DATA FLOW and GOVERNANCE OVERVIEW

Proposed



Proposed

UDA ORGANIZATIONAL AND GOVERNANCE STRUCTURE



MEMORANDUM

June 16, 2010

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: UCAP Update

Background

The Utah Cluster Acceleration Partnership (UCAP) initiative is progressing nicely. Enclosed are two documents for the Regents' review and information. The first document, *2010-11 UCAP Projects*, provides background to the UCAP initiative as well as an outline of the budget for the next four UCAP projects. The second document, *2010-11 Funding Proposal*, was shared with the Governor's Office seeking additional funding for FY11. This document also includes an update to the three pilot projects. The proposal for additional funding was approved.

Commissioner's Recommendation

This item is for information only.

William A. Sederburg, Commissioner

WAS/CKM/JAC
Attachments

Utah Cluster Acceleration Partnership
2010-2011 Projects

One of the most innovative economic development programs in Utah is the Utah Cluster Acceleration Partnership (UCAP) initiative. Over the past year the initiative has been helpful in aligning the activities of university and college campuses with the economic needs of the state through three pilot projects. The three pilot projects were aerospace (convened by Weber State University), energy (convened by Salt Lake Community College), and digital media (convened by Utah Valley University). These three pilot projects were instrumental in developing the UCAP model, which is designed to be replicated and is now ready to be rolled out for the second year of funding and implementation.

The Oversight Committee[1] has targeted four new UCAP projects for the fiscal year 2010-11. It is proposed that these projects be convened by four institutions within the Utah System of Higher Education (USHE): Southern Utah University (SUU), Dixie State College (DSC), Snow College (SC), and Utah State University-College of Eastern Utah (USU-CEU). The focus of these projects will be determined according to the process prescribed in the UCAP model.

The Oversight Committee encourages the presidents of these four institutions to engage in the UCAP model's "pre-phase" stewardship audit to identify the focus of their respective project. $15,000 has been transferred to the four convening institutions to fund the pre-phase stewardship audit, which will help identify the ideal relationship between each institution and its regional stakeholders that will best fulfill the purpose of the UCAP initiative—to align higher education resources and expertise with regional business and talent-force needs, to take advantage of entrepreneurial opportunities, and to grow jobs and wages in the region.

The remainder of this document is divided into three general sections, the first of which is a brief background to the UCAP initiative. This section also clarifies what a cluster is and how the UCAP initiative is a complementary program to USTAR. The second section provides a brief overview and description of the UCAP model identifying the different phases of a project and the role of a convening institution and facilitator. The final section provides a general accounting of the 2010-11 UCAP budget per project.

Background

The Department of Workforce Services (DWS), the Governor's Office of Economic Development (GOED), and the Utah System of Higher Education (USHE) share the following two objectives: 1) to assist Utah citizens obtaining quality employment, and 2) to support employers in high-growth, high-wage industries. Building upon this common ground, these three state agencies have come together to establish the Utah Cluster Acceleration Partnership (UCAP) initiative. Partnered with industry leaders from targeted economic clusters, the UCAP initiative leverages and aligns industry resources to accelerate the development of targeted industry clusters across the state.

[1] The Oversight Committee is comprised of Commissioner Bill Sederburg of the Utah System of Higher Education (USHE), Executive Director Kristen Cox of the Department of Workforce Services (DWS), and Executive Director Spencer Eccles of the Governor's Office of Economic Development (GOED).

In his January 26, 2010 State of the State Address, Governor Gary R. Herbert identified his top priorities for the state—the top two being economic development and education. He also identified the UCAP initiative as "a way for critical industry groups to communicate their current and future workforce needs to our educational institutions;" thus, aligning his top two priorities. He continued, "The Utah Cluster Acceleration Partnership is a true collaboration—with leaders from industry, state government, higher education and our research community—all working together to significantly increase the economic impact of our most important industry clusters." The UCAP initiative, therefore, is designed to address the top two priorities of Governor Herbert—economic development and education.

Industry Clusters

A cluster is a specific industry sector in which the aggregated size and number of businesses and jobs are large enough or potentially large enough to significantly influence the regional or state economies. Many clusters have concentrated in one or more geographical region of the state and to some extent naturally align with the various higher education campuses across the state.

A Compliment to USTAR

The Utah Science, Technology, and Research (USTAR) initiative is also a valued partner in the UCAP initiative. The UCAP initiative is the natural counterpart of USTAR. Whereas USTAR focuses on research of discovery and developing new technologies to transfer into the marketplace, the UCAP initiative focuses on applied research that accelerates businesses already in the marketplace. The primary USHE partners for the UCAP initiative are accordingly the regional state universities and community colleges. Nonetheless, the intent of the UCAP initiative is to leverage all higher education resources and expertise from within Utah—public and private institutions alike—to expand economic prosperity.

UCAP Model

The UCAP initiative is designed to address the need of key industry clusters for talent and innovation support. The UCAP initiative produces cutting-edge, innovative projects which will accelerate the growth of these industries.

An Oversight Committee governs the direction of the UCAP initiative and consists of the heads of DWS, GOED, and USHE. Under the Oversight Committee's direction the initial three pilot projects successfully created a principle-based UCAP model. The principles render the model easily replicable by other institutions which need to adapt to the nuances of a specific industry cluster or region of the state. Organizational templates and group worksheets have been developed in conjunction with the pilot projects.

These UCAP resources, born of experience, will help future convening institutions launch and sustain the outcomes of future UCAP projects. Thus, the model aligns higher education resources and expertise with regional business and talent-force needs to take advantage of entrepreneurial opportunities. Each UCAP project focuses on different clusters, sectors, and regions of the state's economy.

Initiative Phases

There are four basic phases to the UCAP model with one pre-phase. While the pre-phase is optional, it is encouraged. The following is a brief description of each phase. These descriptions are used as criteria to evaluate a proposal by the Oversight Committee.

- Pre-Phase – Demonstrate a working relationship between the convening USHE institution and targeted regional stakeholders. Absent of this relationship, the USHE institution (under the direction of its president) conducts a stewardship audit to fortify working relationships between the institution and its stakeholders. The stewardship audit should build the USHE institution's network of services, increase capability of meeting regional needs, and identify a specific UCAP projects to launch and sustain.
- Phase I – An assessment and analysis of the industry cluster's short- and long-term needs for talent and innovation support (includes a current gap analysis).
- Phase II – A strategic plan designed to meet the industry cluster's needs and address the identified gaps.
- Phase III – An implementation plan to take action (includes replication strategy).
- Phase IV – Proposed outcome; describe the tools and data to evaluate and measure outcomes; e.g., potential occupation wages, projected openings per year, projected occupational growth (DWS is a resource for this data).

Grant funding for each UCAP project is approved by the Oversight Committee according to a project proposal. Project proposals outline the scope of work and funding needs for each phase. Upon receiving phase I funding, recipients have four to five months to produce an assessment of the industry clusters and a strategic plan. Funding for phases III and IV is contingent upon the Oversight Committee approval of the industry cluster assessment and the strategic plan.

Stewardship Audit

The only UCAP pilot project convening institution that engaged in the pre-phase stewardship audit was UVU. The outcome of the UVU stewardship audit was the creation of an institutional Business Engagement Strategy which now directs how the institution best leverages its resources and capacity to expand the regional economic base and drive the future development of the regional economy. UVU's president oversaw the establishment of a Business Engagement Strategy Committee which was comprised of select business and industry representatives from across Utah and Wasatch counties. This committee identified strategic initiatives that helped guide UVU in its UCAP project as well as the prioritization of institutional resources. A copy of the UVU Business Engagement Strategy document is attached.

Given the benefit UVU gained in identifying areas of greatest opportunity and priority through its stewardship audit, the remaining USHE institutions will be encouraged to follow the UCAP pre-phase protocol prior to launching a UCAP project.

Convening Institutions

USHE institutions offer several benefits to assist these clusters to achieve a new level of success. Given the long-term nature of university and college planning and their unique position as "neutral ground," higher education institutions can naturally play the role of "convener" for each UCAP project. The leadership of the university or college president is of particular import. He or she has the public influence and power to convene—to bring the necessary parties together, to set the expectations of each project, to align the resources of higher education (including the leverage of resources and expertise from other higher education institutions), and ensure appropriate measures of accountability and sustainability of each project. USHE institutions provide the essential role of administrating, presiding, and coordinating the UCAP projects.

A primary purpose of the UCAP initiative is to deliberately engage Utah's regional state universities and community colleges. These institutions serve as economic engines that develop the talent-force to meet the regional employment and training needs. Additionally, these institutions act as economic hubs of entrepreneurial activity. These centers of learning generate a byproduct of ideas and businesses that contribute to the state's regional economies. Thus, the regional state universities and community colleges are targeted as the convening institutions for the UCAP projects, but they are also charged with engaging all relevant resources of the Utah System of Higher Education.

Facilitation

Central to the UCAP model is the function of facilitator. The facilitator plays the key role in leading the discussion and identifying cluster opportunities, managing the logistical affairs of meetings and deadlines, recording decisions and assignments, and reporting outcomes for accountability. The facilitation services for each UCAP project is to be publically bided according to each institutions' purchasing policies and procedures. The UCAP model organizational templates and group worksheets will be made available to the selected facilitator and coordinated through the office of Economic Development and Planning within the Commissioner's Office.

2010-11 UCAP Project Funding and Budget

A total of $560,000 has been budgeted for the UCAP initiative for fiscal year 2010-11 (DWS has budgeted $500,000 and USHE $60,000). Four new UCAP projects have been targeted for the fiscal year 2010-11. These projects will be convened by four USHE institutions: Southern Utah University (SUU), Dixie State College (DSC), Snow College (SC), and Utah State University-College of Eastern Utah (USU-CEU).

The amount budgeted for these four projects is less than the amount for the three pilot projects. There is good reason for this adjustment. Specifically, there were startup costs associated with organizing and building the UCAP model and its organizational templates, group worksheets, and communication processes. Therefore, confidence is high that within the allocated budget (per project) the purposes of the UCAP initiative can be fulfilled.

However, a proposal has been submitted to the Governor to increase the UCAP initiative funding for the fiscal year 2010-11 by $500,000 (to be transferred from DWS). If this proposal for additional

funding is approved, there may be more funds available for existing UCAP projects pending a specific need. Nonetheless, the main purpose of the additional funding proposal is to increase the number of UCAP projects, assist the Utah Technology Council with its "BioVision" cluster acceleration project[2], and negate the request for funding during the upcoming fiscal year 2010-11 legislative session.

Current Estimated 2010-11 UCAP Budget

The following is an estimated budget for each of the 2010-11 UCAP projects to be convened by SUU, DSC, SC, and USU-CEU.

Pre-phase:	$15,000
Phase I:	$21,000
Phase II:	$42,000
Phase III-IV:	$62,000
Total	*$140,000*

Funding for UCAP projects is typically allocated in three installments: 1) the pre-phase stewardship audit, 2) phases I and II, and 3) phases III and IV. Prior to the disbursement of funds for second and third installments, the institution's president prepares a UCAP project proposal and presents it to the Oversight Committee. Funding for the pre-phase stewardship audit is coordinated through the Office of the Commissioner for Higher Education (OCHE) in behalf of USHE.

Questions

Questions regarding the UCAP initiative or this proposal should be directed to:

Cameron Martin
Associate Commissioner for Economic Development and Planning
Utah System of Higher Education
(w) 801-321-7111
cmartin@utahsbr.edu

[2] The UTC "BioVision" cluster acceleration project uses the UCAP model and will report to the Oversight Committee for any funds appropriated to the project.

Utah Cluster Acceleration Partnership
2010-2011 Additional Funding Proposal

Proposal

One of the most innovative economic development programs in Utah is the Utah Cluster Acceleration Partnership (UCAP) initiative. Over the past year the initiative has been helpful in aligning the activities of university and college campuses with the economic needs of the state through three pilot projects. The Oversight Committee (comprised of DWS, USHE, and GOED leaders) requests that the Department of Workforce Services be allowed to transfer $500,000 to the UCAP fund within the Board of Regents operating accounts prior to the end of fiscal year 2010.

The transfer of funds will allow an expansion of the UCAP initiative on two fronts: 1) to increase the number of new projects from four to seven convened by a USHE institution, and 2) help support the "BioVision" life sciences acceleration project being convened by the Utah Technology Council (UTC) and using the UCAP model. Thus, the additional $500,000 will accelerate the economic progress within four more regions and industry sectors of the state that otherwise would not benefit from the UCAP initiative. Finally, the transfer of these funds will also negate the need to seek increased funding in the 2011 fiscal year.

Background

The Department of Workforce Services (DWS), the Governor's Office of Economic Development (GOED), and the Utah System of Higher Education (USHE) share the following two objectives: 1) to assist Utah citizens obtaining quality employment, and 2) to support employers in high-growth, high-wage industries. Building upon this common ground, these three state agencies have come together to establish the Utah Cluster Acceleration Partnership (UCAP) initiative. Partnered with industry leaders from targeted economic clusters, the UCAP initiative leverages and aligns industry resources to accelerate the development of targeted industry clusters across the state.

In his January 26, 2010 State of the State Address, Governor Gary R. Herbert identified his top priorities for the state—the top two being economic development and education. He also identified the UCAP initiative as "a way for critical industry groups to communicate their current and future workforce needs to our educational institutions;" thus, aligning his top two priorities. He continued, "The Utah Cluster Acceleration Partnership is a true collaboration—with leaders from industry, state government, higher education and our research community—all working together to significantly increase the economic impact of our most important industry clusters." The UCAP initiative, therefore, is designed to address the top two priorities of Governor Herbert—economic development and education.

Industry Clusters

A cluster is a specific industry sector in which the aggregated size and number of businesses and jobs are large enough or potentially large enough to significantly influence the regional or state economies. Many clusters have concentrated in one or more geographical region of the state and to some extent naturally align with the various higher education campuses across the state.

Convening Institutions

USHE institutions offer several benefits to assist these clusters to achieve a new level of success. Given the long-term nature of university and college planning and their unique position as "neutral ground," higher education institutions can naturally play the role of "convener" for each UCAP project. The leadership of the university or college president is of particular import. He or she has the public influence and power to convene—to bring the necessary parties together, to set the expectations of each project, to align the resources of higher education (including the leverage of resources and expertise from other higher education institutions), and ensure appropriate measures of accountability and sustainability of each project. USHE institutions provide the essential role of administrating, presiding, and coordinating the UCAP projects.

A Compliment to USTAR

The Utah Science, Technology, and Research (USTAR) initiative is also a valued partner in the UCAP initiative. The UCAP initiative is the natural counterpart of USTAR. Whereas USTAR focuses on research of discovery and developing new technologies to transfer into the marketplace, the UCAP initiative focuses on applied research that accelerates businesses already in the marketplace. The primary USHE partners for the UCAP initiative are accordingly the regional state universities and community colleges. Nonetheless, the intent of the UCAP initiative is to leverage all higher education resources and expertise from within Utah—public and private institutions alike—to expand economic prosperity.

UCAP Model

An Oversight Committee (OC) governs the direction of the UCAP initiative and consists of the heads of DWS, GOED, and USHE. Under the OC's direction the pilot projects successfully created a principle-based UCAP model. The principles render the model easily replicable by other institutions which need to adapt to the nuances of a specific industry cluster. Organizational templates and group worksheets have been developed in conjunction with the three UCAP pilot projects. These resources, born of experience, will help future convening institutions launch and sustain the outcomes of future UCAP projects. Thus, the model aligns higher education resources and expertise with regional business and talent-force needs to take advantage of entrepreneurial opportunities. Each UCAP project focuses on different clusters, sectors, and regions of the state's economy.

Initiative Goals

The UCAP initiative is designed to address the need of key industry clusters for talent and innovation support. The UCAP initiative will produce cutting-edge, innovative projects which will accelerate the growth of these industries. The primary purposes of this initiative are to:

- develop responsive, industry-driven education and training systems that will provide a skilled talent pipeline to meet the short- and long-term needs of industry clusters,
- pilot strategies, partnerships, and models that best meet the talent and innovation needs of Utah's key industry clusters, and
- identify best practices that can be replicated by other industry cluster initiatives.

Initiative Phases

There are four basic phases to the UCAP model with one pre-phase. While the pre-phase is optional, it is encouraged. The following is a brief description of each phase. These descriptions may be used as criteria to evaluate a proposal by the OC.

- Pre-Phase – Demonstrate a working relationship between the convening USHE institution and targeted regional stakeholders. Absent of this relationship, the USHE institution (under the direction of its president) conducts a stewardship audit to fortify working relationships between the institution and its stakeholders. The stewardship audit should build the USHE institution's network of services, increase capability of meeting regional needs, and identify a specific UCAP projects to launch and sustain.
- Phase I – An assessment and analysis of the industry cluster's short- and long-term needs for talent and innovation support (includes a current gap analysis).
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- Phase III – An implementation plan to take action (includes replication strategy).
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Grant funding for each UCAP project is approved by the OC according to a project proposal. Project proposals outline the scope of work and funding needs for each phase. Upon receiving phase I funding, recipients have four to five months to produce an assessment of the industry clusters and a strategic plan. Funding for phases III and IV is contingent upon the OC approval of the industry cluster assessment and the strategic plan.

Facilitation

Central to the UCAP model is the function of facilitator. The facilitator plays the key role in leading the discussion and identifying cluster opportunities, managing the logistical affairs of meetings and deadlines, recording decisions and assignments, and reporting outcomes for accountability.

Pilot Projects

In the initial launch of the UCAP initiative, three industry clusters were identified as hosts to three UCAP pilot projects. The three industry clusters were: 1) aerospace, 2) energy, and 3) digital media. These clusters were selected for the pilot program because they each represented clusters at different stages of industry maturity and organization.

Selected Industry Clusters

Aerospace is a mature industry cluster that has a reasonable amount of existing business synergy between Hill Air Force Base, its vendors, and private airline businesses. Higher education had limited previous involvement in the aerospace cluster—mainly job recruitment of graduates and isolated research projects. This changed with the aerospace UCAP pilot project. The resources and expertise within Utah's higher education network organized to strategically advance the aerospace cluster. The UCAP initiative provided the framework to accelerate the aerospace cluster and hopefully have an immediate and long-term effect to increase the number of job opportunities and wages in the Utah-based aerospace industry.

Energy is a cluster that needs a statewide organizational structure and a business strategy, which the UCAP initiative can provide. Coupled with recent national emphasis that provided the energy industry with both public attention and increased grant funding opportunities, the energy cluster was a logical selection for a UCAP pilot project. Given the focus of USTAR on the discovery of new technologies, the UCAP energy project complements USTAR's work in energy research by focusing on training in current energy efficiency, energy management, and specialized energy fields.

Digital media is an emerging Utah industry within the software-development-and-information-technology cluster. Yet, the industry has already brought much distinction to Utah and is poised to have significant influence in the state's economy in the near and distant future. Most higher education institutions in Utah (public and private) actively work in the "space" of digital media and have directly or indirectly helped shape the industry globally. This mixture of resident expertise and growing commercial interest made digital media a natural fit for the UCAP initiative.

Convening Institutions

A primary purpose of the UCAP initiative is to deliberately engage Utah's regional state universities and community colleges. These institutions serve as economic engines that develop the talent-force to meet the regional employment and training needs. Additionally, these institutions act as economic hubs of entrepreneurial activity. These centers of learning generate a byproduct of ideas and businesses that contribute to the state's regional economies. Thus, the regional state universities and community colleges are targeted as the convening institutions for the UCAP projects, but they are also charged with engaging all relevant resources of the Utah System of Higher Education.

The higher education institutions selected to convene the three pilot projects were: 1) Weber State University—aerospace, 2) Salt Lake Community College—energy, and 3) Utah Valley University—digital media. WSU was selected for two reasons: its established relationship among key industry leaders, and its geographical proximity to the most significant player in the aerospace cluster—Hill Air Force Base. SLCC was also selected for two reasons: its role in training the technicians that implement and maintain the energy technologies, and its leadership position in submitting energy-sector grants to the federal government. UVU was selected because, in addition to its own notable expertise in the digital media industry, it is positioned between two dynamic higher education institutions in the digital media space—the University of Utah and Brigham Young University.

Pilot Projects Update

The following highlights the work and accomplishments of the three UCAP pilot projects.

Aerospace and Defense – convened by Weber State University

- The final report outlining the full cluster acceleration strategy was presented to the Commissioner of Higher Education and the Board of Regents on May 5, 2010.[1]
- The report has been or is in the process of being distributed to members of the Cluster Acceleration Strategy Committee and interested parties.
- WSU is currently organizing the Utah Aerospace and Defense Industry Association. This will satisfy one of the key recommendations of the strategic plan.
- WSU is also implementing the educational and career pathways according to the strategic plan.

Energy – convened by Salt Lake Community College

- Strategic work session for the Strategy Review Committee was held in April. Over fifty industry, economic development, and academic leaders attended.
- The Strategy Review Committee heard a detailed analysis of the energy industry in general and Utah in specific from Arjun Murti- a senior economic analyst from Goldman Sachs.
- The members of the Committee participated in an extensive work session reviewing the strategic plan.
- An onsite work session was held in Vernal, Utah. Academic, political, and economic development leadership from the region attended. These leaders provided detailed input on the strategic plan.
- Final revisions are being made to the acceleration strategy, the career pathways for designated skill development, the economic impact of the industry, and the implementation plan.
- The final report will be released in June 2010.

[1] *Attached is a copy of the aerospace report completing phase II, which identifies specific strategies to be engaged and the responsible party for implementing and providing an accounting of outcomes and overall impact on the industry cluster. A similar document will be produced for all UCAP projects completing phase II. No project has completed phase IV, thus, a detailed outcomes report accounting the overall impact of a UCAP project has yet to be produced.*

- Core findings emphasize the growth areas for this industry to be in the segments of energy efficiency, energy management, and specialized energy training and certification.

Digital Media – convened by Utah Valley University

- A highly successful inaugural digital media Pushbutton Summit was held in Salt Lake last March. Over 500 industry leaders and digital media experts from across the country participated. The summit helped to coalesce the industry and instill both excitement and commitment to develop the full digital media cluster acceleration strategy.
- Current efforts are underway to research and analyze the industry in Utah, identify industry players, and assess the overall impact of the industry.
- Full strategic work sessions with a select group of industry leaders will take place from June to August.
- The final strategic plan should be completed by September 2010.

Stewardship Audit

UVU elected to engage in the pre-phase stewardship audit. The outcome of the stewardship audit was the creation of UVU's Business Engagement Strategy which directs how the institution will best leverage its resources and capacity to expand the regional economic base and drive the future development of the regional economy. UVU's president oversaw the establishment of a Business Engagement Strategy Committee which was comprised of select business and industry representatives from across Utah and Wasatch counties. This committee identified strategic initiatives which will help guide UVU in its UCAP pilot project and in prioritizing institutional resources.

No other UCAP pilot institution conducted a stewardship audit. Given the benefit UVU gained in identifying areas of greatest opportunity and priority through its stewardship audit, the remaining USHE institutions will be encouraged to follow the UCAP pre-phase protocol prior to launching a UCAP project.

Pilot Project Funding (FY 2009-10)

A total of $960,000 was provided for the three UCAP pilot projects. DWS appropriated $900,000 and USHE provided $60,000. Thus, each pilot projects had an operating budget of $320,000 ($300,000 from DWS funds and $20,000 from USHE funds). The following is an approximate allocation of these funds per project.

<u>Aerospace and Defense</u>

Phase I:	$83,000	(completed)
Phase II:	$39,080	(completed)
Phase III-IV:	$197,920	(in process)
Total	*$320,000*	

Energy

Phase I:	$79,000	(completed)
Phase II:	$42,100	(completed)
Phase III-IV:	$198,900	(in process)
Total	*$320,000*	

Digital Media

Pre-phase:	$10,000	(completed)
Phase I:	$89,000	(in process)
Phase II:	$36,500	
Phase III-IV:	$184,500	
Total	*$320,000*	

USHE has established an annual grant of $60,000 to seed economic development venture among its institutions. The 2009-10 funds will be allocated in June 2010 to four USHE institutions in amount of $15,000 each. The four institutions are: Southern Utah University (SUU), Dixie State College (DSC), Snow College (SC), and Utah State University-College of Eastern Utah (USU-CEU). The delay in appropriating these funds was to allow for refinement of the UCAP model through the three pilot programs.

2010-11 UCAP Funding and Budget

A total of $560,000 has been budgeted for the UCAP initiative for fiscal year 2010-11 (DWS has budgeted $500,000 and USHE $60,000). Currently, four new UCAP projects have been targeted for the fiscal year 2010-11. These projects will be convened by four USHE institutions: Southern Utah University (SUU), Dixie State College (DSC), Snow College (SC), and Utah State University-College of Eastern Utah (USU-CEU).

The focus of these projects is yet to be determined. Unless a working relationship between the convening USHE institution and its regional stakeholders can be demonstrated to have the capability to meet regional needs, the convening institutions will engage in the pre-phase (stewardship audit) to identify the focus of its UCAP project.

The amount budgeted for these four projects is less than the amount for the three pilot projects. There is good reason for this adjustment. Specifically, there were startup costs associated with organizing and building the UCAP model and its organizational templates, group worksheets, and communication processes. Therefore, confidence is high that within the allocated budget (per project) the purposes of the UCAP initiative can be fulfilled.

Current Estimated 2010-11 UCAP Budget

The following is an estimated budget for each of the 2010-11 UCAP projects to be convened by SUU, DSC, SC, and USU-CEU.

Pre-phase:	$15,000
Phase I:	$21,000
Phase II:	$42,000

Phase III-IV:	$62,000
Total	*$140,000*

Funding for UCAP projects is typically allocated in three installments: 1) the pre-phase stewardship audit, 2) phases I and II, and 3) phases III and IV. Prior to the disbursement of funds for second and third installments, the institution's president prepares a UCAP project proposal and presents it to the OC. Funding for the pre-phase stewardship audit is coordinated through the Office of the Commissioner for Higher Education (OCHE) in behalf of USHE.

Proposal for Additional Funding

The Oversight Committee requests that DWS be allowed to transfer $500,000 to the UCAP fund within the Board of Regents operating accounts prior to the end of fiscal year 2010. The transfer of funds will allow an expansion of the UCAP initiative during the fiscal year 2010-11 on two fronts: 1) to increase the number of new projects from four to seven convened by a USHE institution, and 2) help support the "BioVision"[2] life sciences acceleration project which is being convened by the Utah Technology Council[3] (UTC) and using the UCAP model.

Thus, the additional $500,000 will accelerate the economic progress within four more regions and industry sectors of the state that are otherwise not targeted for a UCAP project in the fiscal year 2010-11. Additionally, the transfer of these funds will negate the need to seek increased funding in the 2010-11 fiscal year.

Recommendation

The UCAP initiative is an ideal means to address the top two priorities of Governor Herbert—economic development and education. The UCAP initiative melds the resources and expertise of governmental agencies, educational institutions, and Utah-based business together in a common goal of ensuring the state's economic prosperity.

Therefore, to accelerate the progress and impact of the UCAP initiative, the Oversight Committee recommends approval of DWS allocating $500,000 to the UCAP fund within the Board of Regents operating accounts prior to the end of fiscal year 2010. This allocation will expand the number of UCAP projects and negate the request for additional funds in the fiscal year 2010-11.

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[2] The BioVision acceleration project would be accountable to the UCAP Oversight Committee for outcomes as per the UCAP model.

[3] The Utah Technology Council (UTC) has launched its "BioVision" life sciences acceleration project; however, it has limited operational funds available to support the project. Given the very essence of the UCAP initiative—to be collaborative and focused on leveraging resources and expertise within the state for the economic betterment of the state—aligning the UCAP resources, as controlled by the Oversight Committee, with the UTC's resources is a logical extension of the UCAP model.

June 16, 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 May 5, 2010 at the Regents' Offices in Salt Lake City, Utah

B. Grant Proposals

1. Utah State University – National Institute of Food and Agriculture; "Implementation of Western Region Sustainable Agriculture Research"; $3,159,122. V. Philip Rasmussen, Principal Investigator.

2. Utah State University – National Institute of Food and Agriculture; "2010 Implementation of WSARE Professional Development Program"; $1,084,175. V. Philip Rasmussen, Principal Investigator.

3. Utah State University – National Institute of Food and Agriculture; "Creating Profitable and Sustainable Beginning Utah Ranchers"; $1,193,426.87. Kerry A. Rood, Principal Investigator; Kim Chapman, Co-Principal Investigator.

4. Utah State University – National Science Foundation; "Wide-angle Nuclear Detection Array (WANDA)"; $1,723,855. Timothy E. Doyle, Principal Investigator; Ray DeVito and Tonya Triplett, Co-Principal Investigators.

5. Utah State University – National Endowment for the Humanities; "Raising the Barn at Utah State University"; $3,990,000. Bonnie L. Pitblado, Principal Investigator.

6. Utah State University – National Aeronautics and Space Administration; "Utah Partnership for Climate Change Literacy"; $2,021,050. Robert E. Davies and Robert Gillies, Principal Investigators.

7. Utah State University – Utah Department of Health; "Up to 3 Early Intervention"; $1,017,870. Susan E. Thain Olsen, Principal Investigator; Marla Nef, Co-Principal Investigator.

8. Utah State University – National Aeronautics and Space Administration; “eMas”; $1,348,153. Lorin J. Zollinger, Principal Investigator.

9. Utah State University – National Aeronautics and Space Administration; “ExoMars DAGR”; $16,092,922. Chad Fish, Principal Investigator.

10. Utah State University – National Aeronautics and Space Administration; “ExoMars SABER Light/ADAM”; $33,720,789. Chad Fish, Principal Investigator.

11. Utah State University – National Aeronautics and Space Administration; “ExoMars SPEX”; $18,790,296. Chad Fish, Principal Investigator.

12. Utah State University – National Aeronautics and Space Administration; “ExoMars LINARES”; $17,769,590. Jed J. Hancock, Principal Investigator.

13. Utah State University – Quest Oil Corporation; “Quest Oil/UIMSSD $1.5M Flow Through to Bill Skokos”; $1,685,610. Paul Israelsen, Principal Investigator.

14. Utah State University – National Aeronautics and Space Administration Langley Research Center; “CLARREO IPT”; $7,524,796. V. Alan Thurgood, Principal Investigator.

15. University of Utah – U.S. Department of Energy/National Energy Technology Lab; “Deep Bartlesville Field”; $141,977,095. Brian J. McPherson, Principal Investigator.

16. University of Utah – National Science Foundation; “ARI-MA: Robust Detection”; $1,951,815. Mikhail Skliar, Principal Investigator.

17. University of Utah – National Science Foundation; “Sensor Network Design for SNM2"; $1,915,257. Xuesong Zhou, Principal Investigator.

18. University of Utah – National Institutes of Health; “Abiological Self-Assembly”; $1,881,250. Peter Stang, Principal Investigator.

19. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “National Institutes of Health DP4 Programs That Work”; $2,000,000. Nicholas H. Wolfinger, Principal Investigator.

20. University of Utah – National Institutes of Health/National Cancer Institute; “Tools for Electronic Data”; $3,702,589. Lewis J. Frey, Principal Investigator.

21. University of Utah – National Institutes of Health; "Wintrobe Building Remodel"; $14,975,223. A. Lorris Betz, Principal Investigator.

22. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Sprint-Senior ARRA"; $8,051,617. Alfred Cheung, Principal Investigator.

23. University of Utah – National Institutes of Health; "CEMH"; $5,606,250. James Kushner, Principal Investigator.

24. University of Utah – National Institutes of Health/National Eye Institute; "Retinal Circuits"; $3,863,822. Robert E. Marc, Principal Investigator.

24. University of Utah – Agency for Health Care Research and Quality; "Primary Care Practice Redesign"; $2,986,700. Michael K. Magill, Principal Investigator.

25. University of Utah – National Institutes of Health; "Chronic Pain and Opioid Registry"; $2,986,679. C. Richard Chapman, Principal Investigator.

26. University of Utah – National Science Foundation; "Acquisition of a Two-Photon": $1,998,050. Mario R. Capecchi, Principal Investigator.

26. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; "Diabetes-GB"; $1,931,424. Steven C. Hunt, Principal Investigator.

27. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Polymer Carrier for Ischemia"; $1,496,250. David A. Bull, Principal Investigator.

28. University of Utah – Health Insight; "Beacon Community Grant"; $1,286,167. Michael K. Magill, Principal Investigator.

29. University of Utah - National Institutes of Health/National Institute/National Institute of Neurological Disorders and Stroke; "Biomarkers in Hydrocephalus"; $1,279,250. James Patterson McAllister, Principal Investigator.

30. University of Utah – Health Resources and Services Administration; "OCC Med Residency Program"; $1,209,854. Eric Wood, Principal Investigator.

31. University of Utah – National Science Foundation; "IGERT: Energy Storage Materials"; $3,000,000. Michael Free, Principal Investigator.

32. University of Utah – Virginia Commonwealth University; "Heparin Anticoagulants"; $5,000,875. Kuberan Balagurunathan, Principal Investigator.

33. University of Utah – U.S. Department of Energy/Chicago Operations Office; "Dought Stress and Fire Emission"; $1,049,849. James Ehleringer, Principal Investigator.

34. University of Utah – National Institutes of Health; "Streets 3 Ways"; $3,582,632. Barbara B. Brown, Principal Investigator.

35. University of Utah – Substance Abuse and Mental Health Services Administration; "Launch"; $3,190,598. Norma J. Harris, Principal Investigator.

36. University of Utah – National Institutes of Health/National Library of Medicine; "NN/LM"; $7,901,072. Jean Pugh Shipman, Principal Investigator.

37. University of Utah – National Institutes of Health/National Library of Medicine; "NLM Training Center"; $3,950,497. Jean Pugh Shipman, Principal Investigator.

38. University of Utah – National Institutes of Health/National Cancer Institute; "Cancer Prevention Training"; $2,232,114. Anita Kiney, Principal Investigator.

39. University of Utah – Health Resources and Services Administration; "Prime-UT"; $1,915,507. Ronald M. Harris, Principal Investigator.

40. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Remodeling in Cardiac Disease"; $1,869,688. Frank Sachse, Principal Investigator.

41. University of Utah – National Institutes of Health; "Mirna Expression"; $6,648,913. Marty Slattery, Principal Investigator.

42. University of Utah – National Institutes of Health/National Cancer Institute; "B-Cell Lymphocytosis"; $3,496,444. Nicola J. Camp, Principal Investigator.

43. University of Utah – Health Resources and Services Administration; "Primary Care Fellowship"; $2,694,911. Paul C. Young, Principal Investigator.

44. University of Utah - U.S. Department of Defense; "Osteoarthritis in War Fighters"; $2,556,022. Roy D. Bloebaum, Principal Investigator.

45. University of Utah – Arteriocyte Inc; "Burn Study"; $2,000,000. Amit N. Patel, Principal Investigator.

46. University of Utah – National Institutes of Health; "Mechanisms Grant"; $1,843,018. Greg M. Jones, Principal Investigator.

47. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Spring Vascular Stiffness"; $1,574,528. Mark Andrew Supiano, Principal Investigator.

48. University of Utah – Health Resources and Services Administration; "Residency Training Primary Care"; $41,360,439. Sonja N. VanHala, Principal Investigator.

49. University of Utah – Agency for Health Care Research and Quality; "R18 Resub-Improve Child Asthma"; $,200,000. Flory Lumu Nkoy, Principal Investigator.

50. University of Utah – Health Resources and Services Administration; "AAUPC"; $1,149,180. Michael K. Magill, Principal Investigator.

51. University of Utah – Health Resources and Services Administration; "Pre-doct Training in Primary Care"; $1,101,102. Susan Ew Cochella, Principal Investigator.

52. University of Utah – U.S. Department of Defense; "DOD - Tibial Bowing NF1"; $1,023,928. David A. Stevenson, Principal Investigator.

53. University of Utah – U.S. Department of Energy; "Unconventional and Renewable"; $3,500,000. Christopher R. Johnson, PI.

C. Awards

1. Utah State University – Naval Research Laboratory; "Naval Research Laboratory Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 0002"; $2,280,000. Niel Holt, Principal Investigator.

2. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; $1,400,000. Chad Fish, Principal Investigator.

3. Utah State University – Quest Oil Corporation; "Quest Oil/UIMSSD $1.5M Flow Through to Bill Skokos"; $1,685,610. Paul Israelsen, Principal Investigator.
4. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine (NL/LM) Service"; $1,404,025. Jean Pugh Shipman, Principal Investigator.

5. University of Utah – Synteract Inc; "Reversible Contraception"; $1,474,338. David Turok, Principal Investigator.

6. University of Utah – National Science Foundation; "Veritas Upgrade"; $1,633,491. David Kieda, Principal Investigator.

7. University of Utah – National Institutes of Health/National Cancer Institute; "Burt PPG"; $2,600,886. Randall Walter Burt, Principal Investigator.

8. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Spiromics"; $1,729,657.

William A. Sederburg, Commissioner

Attachment

STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY
MAY 5, 2010

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STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
MAY 5, 2010

Minutes

Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Rosanita Cespedes
France A. Davis
Greg W. Haws
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Jeffrey Kinsel
Robert S. Marquardt
Carol Murphy
Teresa Theurer
Marlon O. Snow
John H. Zenger

Regents Excused
Brent Brown
Katharine B. Garff
William H. Prows

Office of the Commissioner
William A. Sederburg, Commissioner of Higher Education
Joyce Cottrell, Executive Secretary
David L. Buhler, Associate Commissioner for Public Affairs
Carrie Beckman, Policy and Special Projects Coordinator
Troy Caserta, Accounting Officer
Travis Clemens, Communications Director
Joseph Curtin, Director of Institutional Research and Analysis
Richard O. Davis, Deputy Executive Director, UHEAA
Stephanie Davis, Assistant Commissioner for Administrative Services
Ralph Hardy, Assistant Commissioner for Facilities Management
Dee Larsen, UESP Chief Compliance Officer
David Ma, Institutional Research and Analysis Officer
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Cameron K. Martin, Associate Commissioner for Economic Development
Darren Marshall, Manager of Audit and Financial Services
Paul Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
David Schwanke, Associate Executive Director for Finance and Accounting, UHEAA
Paul Shupe, Institutional Research and Analysis Analyst
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

Utah State University
Stan L. Albrecht, President
Sydney Peterson, Chief of Staff

Weber State University
F. Ann Millner, President

Southern Utah University
Michael T. Benson, President
Dorian Page, Vice President for Finance and Facilities

Snow College
Craig Mathie, Vice President for Student Success

Dixie State College
Stephen D. Nadauld, President
Stanley J. Plewe, Vice President of Administrative Services

College of Eastern Utah
Greg Benson, Interim Vice President for Academic Affairs

Utah Valley University
Matthew S. Holland, President
Douglas E. Warner, Associate Vice President for Finance/GRAMA

Salt Lake Community College
Cynthia A. Bioteau, President

Representatives of the Media
Brian Maffly, *Salt Lake Tribune*

Other Guests
Spencer Pratt, Office of the Legislative Fiscal Analyst

The Board of Regents met in closed session at 9:00 a.m. Chair Pitcher called the meeting to order. Regent Davis moved that the Board go into closed session to discuss personnel issues. The motion was seconded by Regent Snow and adopted unanimously.

Following meetings of Board Committees and lunch, the Committees reconvened in Committee of the Whole at 1:10 p.m. Chair Pitcher excused Regents Brown, Garff and Prows.

Commissioner's Report

Commissioner Sederburg congratulated Utah Valley University's Ballroom Dancers for being invited to compete in "Dancing With the Stars." He announced that Dr. Elizabeth J Hitch had been appointed Associate Commissioner for Academic Affairs, beginning July 1, 2010. He also noted that Dr. Joe Peterson had been selected as the first Chancellor of Utah State University-College of Eastern Utah. He congratulated both individuals. The Commissioner said Governor Herbert was expected to announce that day the selection of Dan Campbell to fill the vacancy on the Board of Regents left by Dr. Tony Morgan.

The Commissioner reported that Utah will participate in Complete College America, along with 19 other states. The goal of that organization is to improve college completion rates. The kick-off meeting will be held in Nashville on June 3-4. Commissioner Sederburg also gave an update of the system's Voluntary System of Accountability (VSA) and reported UHEAA had been "right-sizing" its staff. Since the federal government will be issuing student loans beginning July 1, UHEAA employees were given an option to take early retirement, or to negotiate a "buy-out." Executive Director Dave Feitz is hopeful for the future of UHEAA. Dr. Sederburg also updated the Regents on the Cluster Acceleration Partnership (CAP) program.

Commissioner Sederburg reported that he and Vice Chair Beesley were members of the Governor's Commission on Excellence in Education. The first meeting was held in March, after the Legislature recessed. At the meeting on May 24, members will present the current status of their respective areas of responsibility and discuss goals of the Commission. Dr. Sederburg briefly reviewed his April 21 presentation to the Commission. He reviewed the Regents' goals: (1) achieve 60 percent postsecondary completion, (2) be in the top third of the states in retention, (3) create strategies for talent force development and support research at research universities. Regent Karras asked to receive a copy electronically.

Committee Reports

Programs Committee

Acting Chair David Jordan reported the agenda had been prepared differently for this meeting, to be consistent with the changes to Policy R401 adopted at the previous meeting. Tab A consisted of new emphases to existing programs, and Tab B reported new minors. On motion by Chair Jordan and a second by Regent Atkin, the following items were approved on the Programs Committee's agenda:

NEW EMPHASES (Tab A)

A. University of Utah
   i. Emphases in Nuclear Medicine Technology, Community Health Education, Emergency Medical Services, Consumer Health, Provider Health and School Health Teaching within the existing Bachelor of Science Degree in Health Promotion and Education
   ii. Emphases in Natural Resources Recreation Planning and Management, Therapeutic Recreation, Adventure and Outdoor Programs, Sustainable Tourism Management, Community Recreation and Sport Management, Commercial Recreation Management, and Hospitality Management within the existing Bachelor of Science Degree in Parks Tourism and Recreation
   iii. Emphasis in Geriatric Nursing Leadership within the existing Bachelor of Science Degree in Registered Nursing
B. Weber State University – Emphasis in Stringed Instrument Pedagogy within the existing Bachelor of Science in Music Degree
C. Utah Valley University
   i. Emphasis in Theatre within the existing BA/BS in Integrated Studies
   ii. Emphases in Design and Technology and Performance within the existing Bachelor Of Arts/Bachelor of Science Degrees in Theatre
   iii. Emphasis in Interactive Practice within the existing Bachelor of Science Degree in Dental Hygiene

NEW MINORS (Tab B)
A. University of Utah
   i. Multi-Disciplinary Design Minor
   ii. Disability Studies Minor
   Iii. Nuclear Engineering Minor

College and Career Readiness (Tab C). Chair Jordan referred to the discussion draft and said the Regents had been asked to define what is needed for a student to be ready for college. Dr. Dave Doty, Superintendent of the Canyons School District, spoke with the combined Programs and Planning Committees regarding his district's new differential diploma. Regent Jordan said this discussion was the beginning of a longer discussion with many other constituents. The Programs Committee and Planning Committee will meet again to discuss the issue of college readiness. Regent Karras asked if this would be discussed with a greater audience and/or the general public. Commissioner Sederburg responded that the first draft was meant for representatives of education on a larger scale. Other groups will include the K-16 Alliance, Salt Lake Chamber, Chief Academic Officers (CAOs), public education and legislative leadership. All of these groups need to be informed about the subject of college and career readiness.

Finance Committee

Chair Nolan Karras reported all agenda items for the Finance Committee were relatively minor. On motion from Regent Atkin and a second from Chair Karras, the following items were approved, with Regent Holbrook abstaining on the first item because of a conflict of interest:

Utah Valley University – Sale of Property and easement to UDOT (Tab D)
Dixie State College – Sale of Condominium in Salt Lake City (Tab E)
Proposed Presidential Salaries for 2010-2011 (Tab F). Chair Karras said no increases would be given.
Approving Resolution to Amend the 1993 Student Loan General Indenture (Tab G)

Chair Karras said the committee had also discussed the following items:
2010-2011 Capital Improvement Funding Update (Tab H)
Retirement Plan Changes (Tab I)
Milliman Health Benefits Index Study (Tab J)

Planning Committee

Chair Jack Zenger reported the committee had no action items on this agenda. The committee discussed college readiness (Tab C) and made one proposed change. The committee also discussed Planning Estimators and Dashboards (Tab K). Chair Zenger commended Dr. Joseph Curtin for his work on the documents, which will be of great value to the Regents.

Community College Task Force Report

Commissioner Sederburg referred to Tab L and said the task force had been created to look at policies in the state and determine their effectiveness in meeting the community college functions. The committee was made up of representatives from each of the institutions, and was chaired by SLCC President Cynthia Bioteau.

President Bioteau distributed an updated version of the report (Tab L) and thanked the Regents and the Commissioner's staff for understanding the importance of maintaining and enhancing the community college mission in the state of Utah. She recognized members of the task force, which included senior leaders from all USHE institutions. Community colleges serve and educate approximately half of this country's graduates. While tax incentives are important, businesses need an educated work force to move into our communities. It is estimated that by 2040, the majority of people living in Utah will be over the age of 60. The task force would like this report to be a call for action for the Regents.

The following recommendations were made by the Community College Task Force:

1. Recognition – Implement a comprehensive, sustained, and consistent system-wide recognition campaign to educate the public about the value and importance of all degrees in higher education, including associate degrees and certificate programs

2. Access – Provide Utahns with ongoing options that ensure statewide access to community college functions

3. **Affordability** – Provide Utahns with affordable statewide access to community college functions

4. **Assessment** – Expand tracking and reporting systems to measure and assess data not currently captured

Regent Holbrook thanked President Bioteau and the task force for the report and its creative suggestions.

Commissioner Sederburg reminded the Regents that the Governor had charged the Utah System of Higher Education to come up with a master plan for higher education by October 2010. This report should be incorporated into that plan. He recommended that the Planning Committee carefully review the task force's report.

Strategic Planning Discussion

Associate Commissioner Cameron Martin introduced Mr. Craig Bott, President of GrowUtah Ventures, which has been assisting with the CAP program. Background information was supplied with the Regents' agenda (Tab M). Attachment 1 suggested 17 initiatives which have been mentioned in the Regents' planning efforts.

Mr. Bott said he appreciated being a partner with the USHE CAP initiatives. He broke the body into small groups to discuss and prioritize the 17 suggested topics. The results will be compiled by Dr. Martin's office and shared with the Board at the June 25 meeting. Dr. Martin said the intent was to have similar discussions with local school boards and regional business and political leaders. The completed report will include private institutions (both for-profit and non-profit schools) in these data. Public input will also be sought.

Commissioner Sederburg said this was one of the most important topics to be considered during the next decade. It will help set the agenda for the Governor and Legislature. It is essential that the institutional plans be in agreement with the system plan. Regent Karras suggested that the Presidents help prepare the core document. This must be provocative and not the normal higher education "line." The document must stir to action, not just sit on a shelf. Regent Murphy recommended that parents and families be included in the discussion: Why don't their kids go to school? How much of the problem are the Regents in a position to fix?

Chair Pitcher thanked Regent Zenger for his expertise and his role in developing this plan.

Utah System of Higher Education Cost-Sharing

Commissioner Sederburg referred to Tab N and said the presidents had discussed this topic at length. Traditional formulas will be used in funding the HETI and Library Consortia. The base study was supported by a majority of the Presidents. However, the report needs further discussion. The Presidents expressed their

appreciation for the joint effort on transfer. It was suggested that the Presidents might be willing to loan some of their staff to help with these efforts.

General Consent Calendar

On motion by Regent Theurer and second by Regent Snow, the following items were approved on the Regents' General Consent Calendar (Tab O):

A. Minutes – Minutes of the Regular Board Meeting held April 1, 2010 at Snow College in Ephraim, Utah

B. Grant Proposals (on file in the Commissioner's Office)

C. Awards

1. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Methamphetamine and Cocaine"; $1,045,457. James W. Gibb, Principal Investigator.

2. University of Utah – U.S. Air Force Office of Scientific Research; "Nanocatalysts in Propulsion"; $1,100,000. Scott L. Anderson, Principal Investigator.

3. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; "CPCCRN"; $1,200,000. J. Michael Dean, Principal Investigator.

4. University of Utah – U.S. Department of Commerce; "NTIA BTOP ARRA"; $13,401,096. Lisa B. Kuhn, Principal Investigator.

5. University of Utah – U.S. Department of Energy/Lawrence Livermore National Laboratory; "End-to-end High Performance"; $2,485,111. Christopher R. Johnson, Principal Investigator.

6. University of Utah – National Science Foundation; "Scalable Algorithms"; $1,500,000. Valerio Pascucci, Principal Investigator.

7. University of Utah – National Institutes of Health/National Center for Research Resources; "Facilities for Biomedical Research"; $8,000,000. Thomas N. Parks, Principal Investigator.

8. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; $2,000,000. Chad Fish, Principal Investigator.

9. Utah State University – Air Force Space and Missiles Command; "Space and Missile Command Subcontract to Northrop Grumman"; $2,500,000. Pat Patterson, Principal Investigator.

Report of the Chair

June Meeting. Chair Pitcher reminded the Regents that the next Board meeting would be held on June 25. The morning will be spent in a joint meeting with the State Board of Education at Wasatch High School, with the Regents' regular meeting that afternoon.

Elections. At the June meeting, the Nominations Committee will report and propose nominations for the offices of Board Chair and Vice Chair. Regent Marlon Snow chairs that committee.

Adjournment

Regent Holbrook moved the meeting be adjourned. The motion was seconded by Regent Theurer and adopted unanimously. The meeting adjourned at 3:14 p.m.

_____
Joyce Cottrell CPS, Executive Secretary

_____
Date Approved

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Mission-Based Funding Task Force Report

Background

Last fall, the Commissioner announced the formulation of a Mission-Based Funding Task Force. This group was charged with recommending a plan for the allocation of the state support dollars being requested as part of a mission-based funding initiative – one based upon the mission of each institution and its success in fulfilling that mission.

Issue

At an earlier Regents' discussion on USHE budgets, the determination was made that the System take a *two-tiered approach* to the mission-based funding component of the operating budget request—one that incorporates both specifically-identified *mission-based criteria* and *enrollment growth* increases.

Members of the task force have met over the past year, providing updates as to progress and soliciting input from various groups. These efforts culminated most recently in discussions with the Council of Presidents (COP) on April 20 and June 8, 2010.

The outcome of this process is a product useful in shaping portions of the budget request and discussions with the Higher Education Appropriations Committee.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Mission-Based Funding Task Force report and discuss future directions for the project.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

Goal-Directed Mission-Based Funding
Task Force Report
June 25, 2010

A task force consisting of staff from the Commissioner's Office and four institutional representatives was asked to consider how the USHE might formulate a portion of its annual funding request to the State in a manner that reflected the differences in mission among its member institutions. Of particular concern was the significant variation that exists among the institutions both in the likelihood of their experiencing significant enrollment increases and in their strategic, mission-based role with respect to enrollment. These mission variations beg the question of the appropriateness of simply returning to enrollment-growth funding as the major component of USHE's overall funding request structure. The hope is that this concern might be addressed by incorporating enrollment funding within a mission-based funding approach, properly construed, as a major component within the annual budget request process. Under such an approach, enrollment growth may be the dominant basis for funding requests for some institutions, while other institutions may base funding requests on other dimensions more appropriate to their mission within the USHE.

After a number of meetings and discussions, the task force members have concluded that a mission-based funding approach could be viable. Indeed, the timing appears fortuitous, as the Governor looks to develop long-term plans for higher education and the Regents continue to refine their vision and objectives for the future. Mission-based funding provides an opportunity to integrate the annual funding request with overall plans for higher education's future, plans which are designed to increase the value of higher education for the State. We believe that reframing the funding agenda in this way will give us an opportunity to preserve if not enhance our share of State support.

At this juncture in its deliberations, the task force offers the following: 1) a delineation of the principles that guided our thinking, 2) the benefits to the State if goal-directed mission-based funding, as we construe it, were adopted, 3) a schematic of the proposed funding model, 4) a very brief overview of the issues that would need to be addressed to make the model operational, and 5) alternative ways in which mission-based funding might fit within the larger framework of the system's overall approach to requesting State support. Appendix A delineates what the step-by-step procedure would entail. Appendix B displays one solution to a simulation model designed to illustrate the impact on funding requests in relation to choices that would need to be made in each budget request cycle. Appendix C shows how mission-based funding would fit within the system's operating budget request summary. Appendix D illustrates the type of annual assessment reports that would accompany goal-directed mission-based funding.

Principles

From an institutional perspective, the mission-based funding model should be:

Equitable (all institutions have a reasonable chance of requesting and receiving funding)
Differentiated (differences among institution missions are adequately reflected).

Looking beyond the institutions, the mission-based funding model should be:

Simple (a layperson can understand it; it fits on one page)
Strategic (it promotes the achievement of system goals)
Compelling (it must have a reasonable chance of winning the support of the Governor and the Legislature).

Benefits to the State

The model should be designed to produce the following benefits to the State:

Better participation rates in higher education than at present.
Better completion rates in higher education than at present.
More economic development in the state than would otherwise occur.

In addition, the model should include a commitment to provide the State with consistent, focused feedback regarding the impact of State dollars invested in the higher education enterprise.

Conceptual Overview

Institutional mission, or role and scope, can be sliced and diced in many ways. For present purposes, we think it best to keep things simple. <u>We believe that the critical intersection, or nexus, is between institutional mission and the three system-wide goals related to participation, completion, and economic development.</u> We further believe that all of the USHE institutions have the ability and the responsibility to contribute to the achievement of those three goals—not in the same way and not to the same extent, but in a manner that reflects their individual, respective missions. This is the essence of our proposed "goal-directed mission-based funding."

The model presented below 1) seeks to incorporate the principles listed above, 2) is focused on the three system-wide goals, and 3) is structured to bring about the benefits to the State as noted above. It treats enrollment growth funding, which supports efforts to increase participation rates, in a two-part fashion. All institutions are eligible to seek funding for modest enrollment growth within the "shared mission" component of the model. Some institutions, those for whom it makes sense, i.e., it fits within their mission, can seek additional funding for enrollment growth

within the “distinctive missions” component. Within the latter component, funding would also flow to support institutional efforts to enhance completion rates and further economic development. Enrollment-based funding would be formula driven in the shared component and in the distinctive component as well, although participation-related initiatives would also be acceptable. Funding related to completion and economic development would be requested in connection with various initiatives or programs designed to help achieve those goals.

<table>
<tr><th>Shared Mission</th><th>Distinctive Missions</th></tr>
<tr><td>Funding for modest growth in enrollment

Eligibility: All</td><td>1. Funding for growth in enrollment beyond modest amount.

2. Funding for <u>initiatives</u> designed to enhance completion rates.

3. Funding for <u>initiatives</u> designed to enhance economic development.

Institutions would spread their funding request across the categories in accord with their respective missions. An example for some institutions might be:

<table>
<tr><th>Cat.</th><th>UU</th><th>UVU</th><th>Snow</th><th>SLCC</th></tr>
<tr><td>1</td><td>0%</td><td>60%</td><td>20%</td><td>50%</td></tr>
<tr><td>2</td><td>30%</td><td>20%</td><td>70%</td><td>30%</td></tr>
<tr><td>3</td><td>70%</td><td>20%</td><td>10%</td><td>20%</td></tr>
</table>

Institutions would explain the spread, which could change from year to year, as well as the merits of the initiatives being put forward and the metrics by which their effectiveness could be assessed.</td></tr>
</table>

While the model displays how several of our institutions work within the model, we recommend that system-wide funding initiatives that flow through the Regents rather than directly to the institutions be included in the mission-based approach. Initiatives related to student financial aid, for example, clearly can be construed as furthering the participation goal by increasing access for certain types of students.

Operational Issues

Thus far the description of the model has been entirely conceptual and qualitative. Implementation would require the incorporation of various quantities including the overall funding request split between the shared mission component and the distinctive mission component, and the split among the institutions within the distinctive mission component in either model. Appendix A suggests what the step-by-step procedure would entail.

The Big Picture

It is fair to ask whether our annual funding request approach in recent years has been demonstrably strategic, consistent in message, and long-term in outlook--attributes that are helpful both in securing State support and in building a system of institutions that serves the State well. Goal-directed mission-based funding could be the core of an approach that is clearly strategic. As formulated above, it would channel new State funding into efforts designed to achieve system-wide goals while strengthening institutions and their missions. It would be especially effective in that regard if no other institutional funding requests, short of compensation and so-called "mandated costs" or "operational imperatives" were allowed. So doing would also assist the USHE in presenting a consistent and concise message to State leaders. Given that the system-wide goals will remain works in progress for the foreseeable future, the vision we would offer the State would be a long-term commitment, on our part, and, if we can win their support, on their part as well. We would close the loop with assessment reports focused on our progress in achieving the goals and demonstrating the concomitant benefits to the State (see Appendix D).

Respectfully submitted: Scott Wyatt, Snow College; Paul Brinkman, University of Utah; Linda Makin, Utah Valley University; Brad Cook, Southern Utah University; Gregory Stauffer and Paul Morris, Office of the Commissioner

Appendix A

Mission Based Funding: How It Might Be Implemented Each Year

Step 1: USHE decides on the size of the total, mission-based funding (MBF) request.

The Regents, Commissioner, and COP strategize as to what dollar figure might be reasonable for the MBF request given estimates and hard figures for other request categories (compensation and mandatory costs), and the broader socioeconomic and political environment.

Step 2: USHE decides on the funding request split between the two components of MBF, shared mission (enrollment) and distinctive missions. See Appendix B for an example.

The Regents, in concert with the Commissioner and the COP could, for example, adopt the rule that unless there are exceptional circumstances, the split between the two components would be 50-50; or that it will always be between something like 60-40 and 40-60 or some other split. This could be a decision made each year or established for several years at a time. The latter approach would facilitate long-range planning at the institutional level.

Step 3: Institutions decide how to allocate their distinctive mission requests across the three system goals. See Appendix B for an example.

Institutions could have free reign to allocate their initiative requests across the several goals or minimums and maximums could be established. For example, all institutions could be required to devote at least 10% of their distinctive mission funding request to the completion goal.

Step 4: Institutions decide on, and build the case for, the various initiatives they put forward.

It is recommended that institutions be asked to follow a similar structure when making a funding request for an initiative. Along with the usual items, i.e., amount of money, objects of expenditure, etc., two additional items would seem to be in order: one, a rationale that justifies the funding/project, and two, an indication of how the initiative's impact would be assessed. For example, an institution might point to scholarly literature to justify a new program designed to enhance completion. The assessment metric might be year-over-year retention rates, surveys indicating possible changes in student intent, etc.

Step 5: USHE reports each year on a series of metrics addressing participation, completion, and economic development.

USHE already has some of the metrics that could be used to report annually on the system's overall progress with respect to participation, completion, and economic development. A more comprehensive and cohesive set would be developed over the next few months. The entire set would be updated each fall and presented to the Legislature as part of the MBF request. If the metrics demonstrated material progress, they would provide a strong basis for continued use of the MBF approach. If the metrics demonstrated a lack of progress, both sides, USHE and the Legislature, would have reason to move on to something else.

Appendix B

Mission-Based Funding: A Simulation Model Designed to Illustrate the Impact on Funding Requests in Relation to Choices that Would Need to be made in Each Budget Request Cycle

Goal-Directed Mission-Based Funding:
How the Funding Request Might Be Structured (For Illustrative Purposes Only)

Enrollment Component		Distinctive Mission Component		Combined Result	
Request	$15,000,000	Request	$15,000,000	Request	$30,000,000
% Share*	0-100%	% Share**	1.7 -35.4%		

	Shares		Shares		Grand Total Allocation	
Institution	%*	$	%**	$	%****	$
UU	4.0%	$600,000	35.4%	$5,308,070	19.7%	$5,908,070
USU	8.5%	$1,275,000	20.1%	$3,019,352	14.3%	$4,294,352
WSU	9.5%	$1,425,000	9.8%	$1,470,890	9.7%	$2,895,890
SUU	6.0%	$900,000	4.7%	$705,815	5.4%	$1,605,815
SNOW	5.0%	$750,000	2.3%	$341,613	3.6%	$1,091,613
DSC	18.0%	$2,700,000	2.8%	$421,268	10.4%	$3,121,268
CEU	6.0%	$900,000	1.7%	$258,984	3.9%	$1,158,984
UVU	23.0%	$3,450,000	11.3%	$1,694,943	17.1%	$5,144,943
SLCC	20.0%	$3,000,000	9.4%	$1,413,608	14.7%	$4,413,608
SBR SWP	0.0%	$0	2.4%	$365,459	1.2%	$365,459
Total	100.0%	$15,000,000	100.0%	$15,000,000	100.0%	$30,000,000

For Illustrative Purposes Only

Distinctive Mission/System-wide Goals Component Detail

Total Requested	$15,000,000
Individual Mission Shares***	0-100%

	Participation		Completion		Economic Development		Total Allocation	
Institution	%***	$	%***	$	%***	$	%	$
UU	0%	$0	20%	$1,061,614	80%	$4,246,456	100%	$5,308,070
USU	10%	$301,935	20%	$603,870	70%	$2,113,546	100%	$3,019,352
WSU	5%	$73,545	50%	$735,445	45%	$661,901	100%	$1,470,890
SUU	8%	$56,465	50%	$352,907	42%	$296,442	100%	$705,815
SNOW	3%	$10,248	50%	$170,806	47%	$160,558	100%	$341,613
DSC	60%	$252,761	10%	$42,127	30%	$126,380	100%	$421,268
CEU	10%	$25,898	60%	$155,390	30%	$77,695	100%	$258,984
UVU	80%	$1,355,954	10%	$169,494	10%	$169,494	100%	$1,694,943
SLCC	70%	$989,525	5%	$70,680	25%	$353,402	100%	$1,413,608
SBR SWP	100%	$365,459	0%	$0	0%	$0	100%	$365,459
Total	35%	$3,431,791	28%	$3,362,335	38%	$8,205,874	100%	$15,000,000

*Based on enrollment increases run through the enrollment growth funding model; i.e, if all enrollment were funded according to the model, the institutions would earn these shares. The values shown are simply place holders for simulations purposes.

**Derived from the dollar amounts of appropriated expenditures for 2010-11

***Chosen by the respective institutions. The values shown are place holders for simulation purposes

****Derived from model.

Appendix C

Budget Request Summary: An Example of How Mission-Based Funding Could Fit Within the USHE Operating Budget Request

Utah System of Higher Education

Operating Budget Request Summary (Tax Funds Only)

FY 2011-12 and FY 2010-11 Supplemental

ESTIMATED FY 2011-12 STATE TAX FUNDS ADJUSTED BASE BUDGET $$$

USHE BUDGET PRIORITIES (On-Going Increase)	$$$ plus Compensation & *TBD*	
1. Compensation	*Base Compensation*	
A. Base Compensation Package* (Flexibility in Implementation - Not COLA)	*TBD*	
2. Mission-Based Funding		30,000,000
A. Shared Mission		
1. Enrollment Growth (3 % Increase)	*15,000,000*	
B. Distinctive Mission		
1. Participation Initiatives (Including Enrollment Growth Beyond 3%)	3,432,000	
2. Completion Initiatives	3,362,000	
3. Economic Development	8,206,000	
3. Operational Imperatives		-
A. O & M for Non-State Funded Projects	$$$	
B. Fuel & Power	$$$	
C. IT Infrastructure	$$$	

ONE-TIME INCREASES		*$0*
1. One-Time Needs as Circumstances Dictate	*$$$*	$$$

SUPPLEMENTAL INCREASES		*$0*
1. Fuel & Power	*$$$*	$$$
2. O & M for Non-State Funded Projects (Un-Funded in Current Fiscal Year)		

REQUEST SUMMARY		
USHE Budget Priorities		$$$ plus Compensation & TBD
	USHE Priorities Request Percent Increase	*4.0%*
One-time Increases		$$$
Supplemental Increases		$$$

Notes:

*Equitable Compensation Package with State and Public Education Employees

For Illustrative Purposes Only

Appendix D

Mission-Based Funding: Examples of the Type of Assessment Reports that would be created to Demonstrate Progress in Attaining Goals

USHE

In 2009 the Utah State Board of Regents planning efforts identified three strategic goals. These three goals are: 1) Increase the participation rate of Utah citizens in post-secondary education, 2) retain and graduate an increasing number of students, and 3) leverage higher education in the economic development process within the state of Utah.

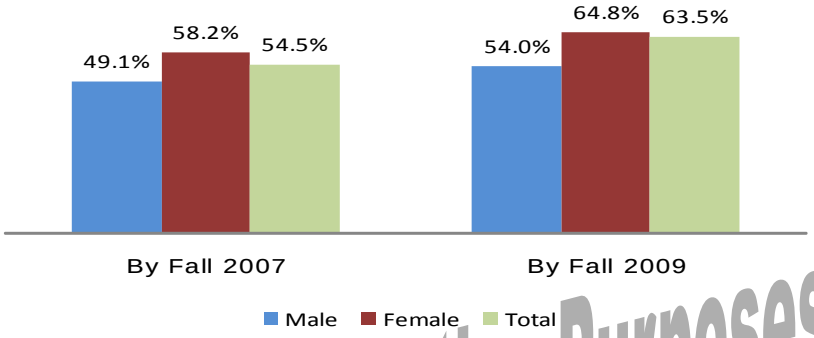
Regent's Goal #1: Increase participation rates of Utah residents at USHE institutions.

Participation rate of all Utah residents 18-29 years Old at USHE Institutions

Group	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Hispanic Rate	3%	4%	4%	5%	5%	5%	6%	6%	4%	NA
General Rate	21%	22%	22%	22%	22%	21%	20%	20%	18%	19%

The following data is based on the 2007 high school graduating class

College participation rates at any U.S. , post-secondary institution



Participation is defined as: A student who enrolled in at least one semester or term post high school graduation.

Participation Rate is the number of students who have participted in post-secondary divided by the number of high school graduates

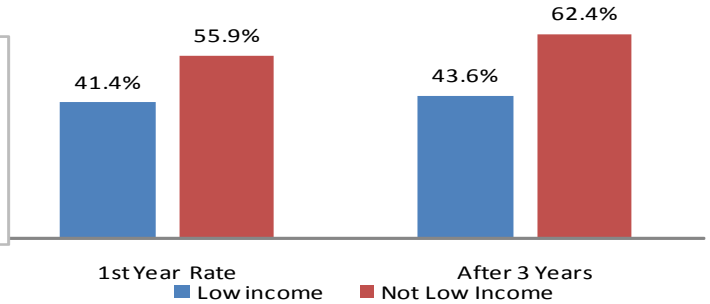
For Illustrative Purposes Only

Participation by Race Ethnicity at USHE Institutions

Ethnicity/Race	1st Year Rate	After 3 Years
Asian	61.5%	67.0%
Black	52.2%	53.0%
Caucasian	54.9%	61.2%
Hispanic	43.0%	44.5%
Am. Indian/ Alaska	35.6%	36.6%
Pac islander/Hawaiian	47.7%	49.9%
Unknown	51.3%	53.8%
Total	53.7%	59.5%

Participation at USHE institutions by Income Level

Income level was determined by participation in the free or reduced school lunch program while in High school

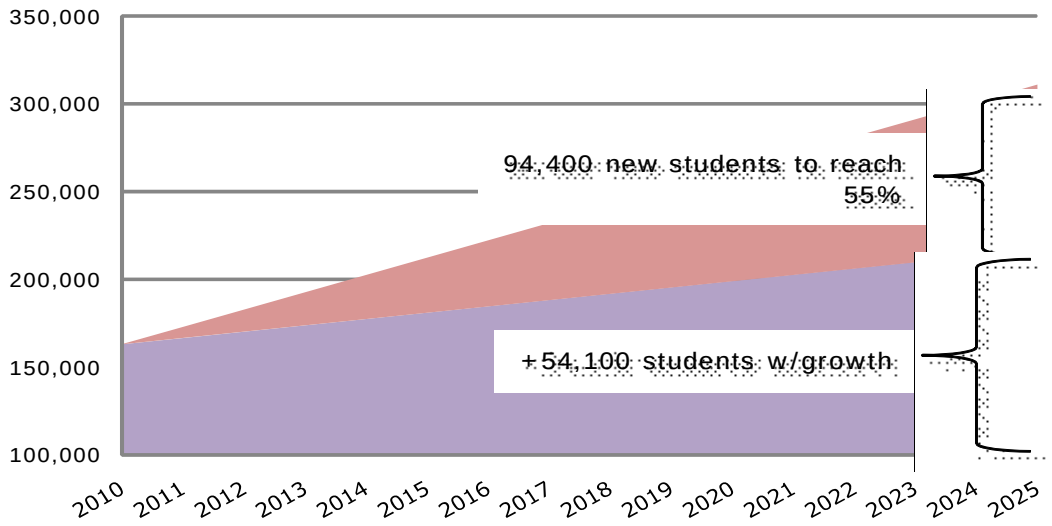


USHE

Regents Goal #2: Improve the retention and subsequent graduation rates of all students who attend USHE institutions.

In order to meet the Governor's challenge to increase the number of Utah residents with an Associates degree or higher it is estimated that the USHE System will need to increase the number of students enrolled by close to 150,00 students by the year 2025

Estimated USHE Enrollments Needed for 55% of Utah Population to Achieve and Associate Degree or Higher



For Illustrative Purposes Only

Percent of student cohort enrolled by number of years after initial enrollment

Cohort Year	Cohort Size	2nd Year	3rd year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year
2000	15,280	54.1%	38.7%	36.3%	28.4%	19.9%	13.7%	8.6%	6.0%	8.8%
2001	18,300	52.9%	38.0%	35.7%	27.9%	19.3%	13.4%	9.3%	12.3%	
2002	19,282	54.2%	39.7%	35.5%	27.0%	19.4%	13.8%	16.4%		
2003	17,426	54.9%	40.7%	37.4%	28.9%	20.9%	22.7%			
2004	17,956	54.6%	40.0%	36.6%	28.7%	29.0%				
2005	18,288	54.7%	40.3%	37.1%	36.9%					
2006	18,971	54.4%	41.0%	44.4%						
2007	18,204	55.0%	46.2%							
2008	19,144	57.7%								
2009	20,215									

2009 marked the beginning of a severe economic downturn. Each cohort group saw an increase in enrollment in 2009, an indication that people were returning to school due to the economy.

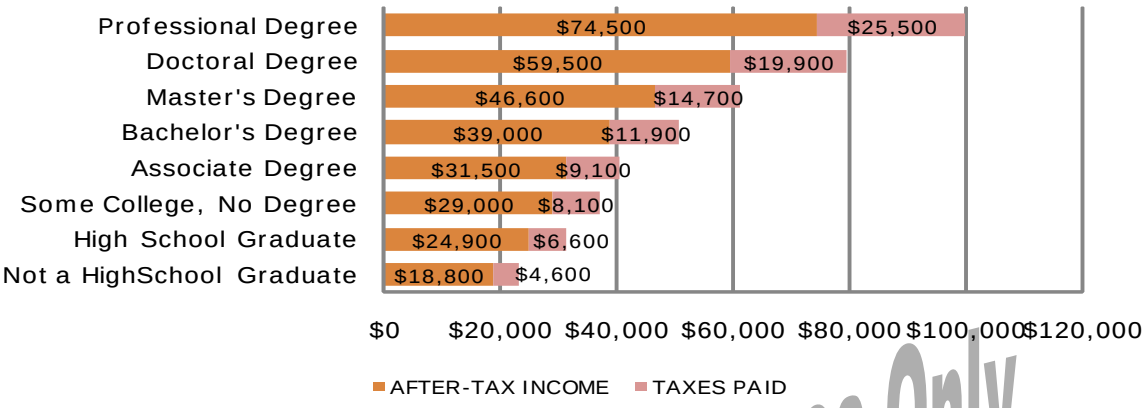
IPEDS Graduation Rate - 150% of Normal time for full-time entering freshmen

	6 year rate - Bachelor's degree						3 year rate - Assoc. Degree		
	UU	USU	WSU	SUU	UVU	DSC	SC	CEU	SLCC
Male	49%	52%	39%	37%	14%	17%	24%	41%	16%
Female	53%	53%	41%	40%	16%	39%	49%	25%	24%
Overall	51%	53%	40%	38%	22%	31%	39%	33%	20%

USHE

Regent Goal #3: Leverage higher education resources as a catalyst and partner in the economic development of the state of Utah.

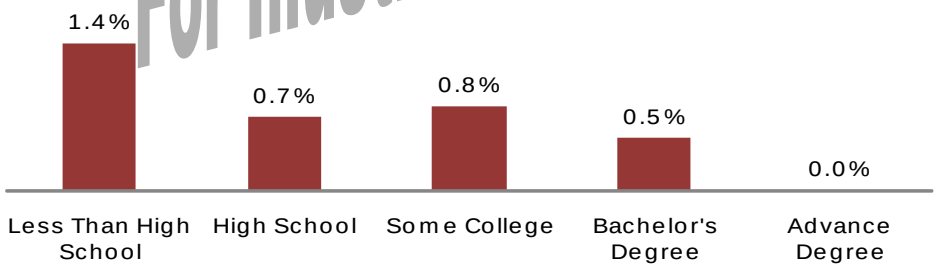
U.S. Median Earnings and Tax Payments of Full-time Year-Round Workers Ages 25 and Older, by Education Level, 2005



For Illustrative Purposes Only

Return on Investment

Utah population age 25 and older who received public assistance in the year 2003 by educational attainment



Estimated additional annual wages and state & federal taxes paid due to increased educational attainment beyond a high school diploma

Degree Level	USHE Awarded 2008-09	Estimated net earning above a HS diploma	Estimated additional net wages	Additional Taxes Paid over HS Diploma	Total Additional Taxes Paid
Certificate	1,839	4,100	7,539,900	1,500	2,758,500
Associate	8,988	6,600	59,320,800	2,500	22,470,000
Bachelor's	12,630	14,100	178,083,000	5,300	66,939,000
Master's	2,760	21,700	59,892,000	8,100	22,356,000
Doctoral	401	34,600	13,874,600	13,300	5,333,300
Professional	372	49,600	18,451,200	18,900	7,030,800
Total	26,990		337,161,500		179,612,400

June 25, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Capital Development Prioritization (CDP) Policy Approval; Rewrite of Policy R741

Issue

The Regents' Capital Facilities Qualification and Prioritization (Q&P) Policy R741 has undergone an extensive review, resulting in a revised policy proposal that is included for your review and approval. The proposed name of the revised Policy R741 is Capital Development Prioritization (CDP).

Background

There has been significant discussion over the past several months about the continued adequacy of the Q&P policy which for many years has been the basis for the Regents' evaluation and prioritization of annual Capital Development requests for submission to the Governor and the Legislature for funding. During this time period we have undertaken an extensive review of the policy, resulting in the proposed draft.

This policy draft has had extensive review by various groups including OCHE staff, members of the Utah Association of Physical Plant Administrators (UAPPA), the USHE Business Affairs Council BAC), and the Council of Presidents (COP). The discussions have been both substantive and productive, with significant contributions made by the various groups. We believe that the new policy retains very useful elements of the existing policy while adding substantive new elements that clarify the intent and processes to be followed and that clarify the Regents' role in deliberating and exercising judgment in making these important decisions.

Attached are several materials to assist the Regents in preparing for the discussion of this important item:

- A "Summary of Key Points" to help focus the relevant issues
- A memo describing the process and logic behind the restructure and revision of the policy
- A copy of the revised policy draft
- A copy of the existing policy for reference

Please find the time to review these materials carefully and be prepared to address them when the policy is discussed for action in the meeting of the Committee as a Whole.

Commissioner's Recommendation

The Commissioner recommends preliminary approval of Policy R741, Capital Development Prioritization (CDP) policy, to replace the current Policy R741, Capital Facilities Qualification and Prioritization (Q&P), and authorization for OCHE to move forward with its implementation in the evaluation and prioritization of the upcoming capital development project requests. It is further recommended that the policy be brought back to the Regents in August for final approval after interested parties have had the opportunity to discuss these changes.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

Key Points Pertaining to the
Revised "Q & P" Policy

1. Retained the analysis of space needs using space size and space utilization standards from the old policy, including the strong emphasis on enrollment growth.
    a. Because of the nature of Utah's population, access is a big deal. To make this "invisible" in policy would be a mistake.
    b. While enrollment is a major factor in this analysis, it also looks at types of space included in requested projects compared with existing inventories of space to determine need.
    c. The new policy makes it clear that enrollment growth is not the only consideration.
2. The definition of "Mission and Role" includes enrollment growth as well as other needs.
3. Infrastructure Projects are renamed as Major Infrastructure Projects to recognize the statutory differentiation and funding process differences between "Capital Development" projects and "Capital Improvement" projects.
4. A new category called "Regents Priority Points" was created to enable Regents to deal with "Mission and Role" and other issues.
5. Use of the words "rank" and "ranking" is eliminated until the final step of the process, "Prioritization of Projects for Funding Consideration." Use of the term "bonus points" was also eliminated.
6. Two minor changes were made in points awarded to "Mission & Role" projects:
    a. Projects scoring less than 1 point apart are considered to be equal.
    b. Other project point differences can be either 2 or 3 depending on scoring differences.
7. Non-state funded points' qualification now varies by type of institution.
8. "Bonus" points for non-state funded O&M endowments were eliminated. There has been no incidence of any institution having qualified for these points since the policy was adopted, and it is not likely to happen in the foreseeable future.
9. The new policy adds two items:
    a. Projects Funded from Non-state Appropriated Funds – This is important because it makes it clear that campus master plan and programmatic approval must be in place for these projects to be considered for recommendation to the Governor and Legislature for approval (remember the Dentistry building!).
    b. Land Bank Acquisition Requests – This issue is not addressed in any existing policy. Including it here simply clarifies in policy the process for these requests. These requests are **not** included in the prioritization list with other Capital Development projects.
10. Items unchanged in the policy to date but worthy of future consideration:
    a. Inclusion/Exclusion of "Distance Education" Enrollments
    b. Subtleties of Branch Campuses/Satellite Campuses, etc.
    c. Expanding Categories of Points
    d. Et.al.

MEMO

DATE: June 11, 2010

TO: State Board of Regents

FROM: Ralph Hardy

RE: Revised Q & P Policy (Newly Named Capital Development Prioritization – CDP)

The Q & P Policy has served USHE well for a number of years. In recent years it has come under some criticism from a variety of people and interests, both from within and outside of the system, and for a variety of reasons. While much of the criticism is probably due to people not completely understanding the policy and its intent, it is probably also true that there were sufficient reasons to take a careful look at it to see what updates and changes would be appropriate. For that reason, I was asked to look at the policy and determine what might be done to have it better serve the needs of USHE and the State of Utah.

I began the process by trying to understand why the policy has come under the degree of criticism it has and to try to determine if it was warranted. Obviously, some of the criticism resulted from the fact that it might not have served a specific need or political interest at a particular point in time. But it also suggested that there could probably be some changes made to update and improve it.

Several things surfaced as I undertook a review of the policy. It was clear at the outset that the existing policy and prioritization process has some appropriate strengths:

- The quantitative model used to evaluate projects that are designed to provide additional capacity. This is a well thought out and designed process that is based on defensible space standards and space utilization data. It has a strong focus on enrollment growth and access which, given the demographics of the state, is an important consideration, and that analysis provides a systematic way for looking at new construction and remodeling projects in that context.
- The "Non-appropriated Funding" category which provides incentives to institutions to seek non-appropriated support as part of the project funding, and, thereby, qualify for additional points in the scoring process.
- The "Facility Condition Assessment" category that provides a way to increase the priority of projects having serious life safety, threatened liability, or threatened loss of function issues.
- The "Infrastructure" category that provides a way to assign priority to utilities and other major infrastructure projects that do not otherwise lend themselves to quantification as do other projects.

These strengths have been retained in the new policy with a few modifications.

There are, likewise, some aspects of the policy where it appeared that improvements should be made. Since the policy was adopted in 1988, several amendments have been approved to address issues that

have surfaced. As I began to evaluate the policy, it appeared to me that one of the primary reasons it was being questioned was the fact that it is not understood by all parties. The perception seems to be that Q & P is a magic formula that you could plug information into and out would come a fool-proof answer. Then, when the Regents or anybody else introduced other information that changed the "perceived ranking" that had been based solely on the "Q" scoring, it was seen to be an exception to policy. This is understandable, given the fact that the policy did not offer a clear way to deal with some of the issues being raised.

Following are the areas where it seemed to me to be appropriate to make revisions and additions:

- Part of the misunderstanding of the policy could be due to the fact that the first six pages of the policy deal with the quantified assessment (the "Q") portion of the policy before the principles dealing with the prioritization process are even spelled out. In revising the policy I, therefore, chose to reorder the flow of the policy and to make the "Q" scoring an appendix as described below.
- "Facility Condition" points in the existing policy are labeled as "bonus" points, and, perhaps by inference, the other "non-Q" point categories have also been considered as such. The revised policy attempts to make it clear that all point categories are integral parts of the scoring and not "bonus" in nature.
- There was not a clear way to deal with some issues pertaining to the missions and roles of the institutions, strategic planning issues, branch and satellite campus issues, et.al.

The following describes how the new policy has been structured and the new elements that were introduced:

1. Preamble – I wrote a new preamble that recognizes the complexity of the prioritization issue and acknowledges that the process, though quantitative in nature, provides the opportunity for the Regents to exercise discretion and judgment.
2. Annual Capital Facilities Cycle – I divided the annual capital facilities cycle into a four step process:
    a. Step 1 – Establish Priority Guidelines – The Regents establish guidelines for consideration of needs based on the issues that are the most pressing and critical needs of the system.
    b. Step 2 – Submission of institutional requests
    c. Step 3 – Analysis and "Scoring" of Needs – This step retains the use of the old "Q" analysis as the starting point in the prioritization process. It can, and should, be reviewed to see if there are revisions that would improve its value. The plan is to do this after completion of a new space standards and utilization study that will be done in the very near future. In the meantime, the existing model can continue to be of benefit in this process. The detailed instructions of how the values are calculated are placed in an appendix of the new policy. This does not make it any less a part of the policy; it simply takes the quantitative detail out of the main body

d. Step 4 – Prioritization of Projects for Funding Consideration – This task is given a step of its own to make it clear that up until this point, no priorities have yet been established. This step also introduces a new category of points called "Regents' Priority Points." One thing the Q & P Policy did not openly do was acknowledge the fact that there are some situations that arise for which "mathematical" calculations are difficult or even impossible. They are, none-the-less, very important to consider in making decisions about which projects, among multiple needs at all of the institutions, should be given the highest priority. Some of these things (e.g., emerging needs for branch/satellite campuses) may be able to be accommodated by modifying the "Q" model to reflect the need. Others, pertaining to mission and role considerations, whether a prior year commitment has been made, and major infrastructure problems do not lend themselves as well to quantification. This new category of points gives the Regents the ability to address these issues in the context of established prioritization guidelines.

The policy draft has been reviewed by OCHE staff, members of the Utah Association of Physical Plant Administrators (UAPPA), the USHE Business Affairs Council, and the Council of Presidents (COP). Their meaningful contributions have been reflected in the subsequent revision of the policy draft presented for your consideration.

Cc: Greg Stauffer

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

R741, Capital Development Prioritization - CDP

R741-1. Purpose: To provide the methodology and process for prioritization of system-wide capital facilities needs for presentation to the Governor and State Legislature for funding. The framework for deriving the integrated and prioritized list of capital projects recognizes that many considerations affect the relative priority of the projects. These considerations include: the physical condition of the facilities, determination of space needs, role and mission of the institutions, long term strategic planning, and areas of current program emphasis and priority. Consequently, the ranking methodology, while quantitative in nature, is designed to provide the opportunity to exercise discretion and judgment in the ranking of projects.

R741-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code§53B-7-101 (Combined Requests for Appropriations)

2.3. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.4. Utah Code § 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5. Policy and Procedures R710, Capital Facilities

2.6. Policy and Procedures R720, Capital Facilities Master Planning

R741-3. Capital Facilities Evaluation Cycle - The annual Capital Facilities Evaluation Cycle for analysis and prioritization of needed facilities consists of four (4) fundamental steps:

3.1. Step 1 – Establishment of Priority Guidelines: At the beginning of each year's capital facilities prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical needs for the Utah System of Higher Education. These priorities, though not binding, are designed to guide the subsequent use of Regents' Priority Points (section 3.4.1).

3.2. Step 2 – Submission of Requests: Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit more than one project, but for scoring purposes, except for research institutions, only the top project will be scored. Each research university may have up to two projects scored each year. The capital development project categories are:

1. Mission and Role – These are projects that provide the space in which to house the primary programs and activities of the institutions and facilitate accomplishment of their approved missions and roles. This category includes projects to accommodate growth in instructional and research demand; to address program deficiencies; to strengthen academic programs within the approved missions of the institutions; and to address role and mission changes. Mission and role projects are broken down into two subcategories:

    a. Renovation and Replacement Projects – This category includes projects to improve the condition of existing facilities, to restore building life, to update space to meet current

program requirements, and to replace failing permanent buildings. Decisions pertaining to whether an aging facility should be renovated or replaced should be made taking into consideration the historic nature and value of the facility, as well as the cost of renovation versus the cost of replacement.

b. New Construction Projects – This category includes projects needed to support and enhance institutional missions for which existing levels and/or types of space are inadequate. It includes funding to accommodate: undergraduate student enrollment growth, graduate student enrollment growth, research that supports graduate degree programs and promotes economic growth and innovation, changes and enhancements in institutional missions and roles, changes in the technological infrastructure needed for evolving instruction and research programs, etc.

Before any project can be evaluated it must be included in the approved master plan of an institution and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

2. Major Infrastructure Projects – Requests for funding in this category should be limited to pressing needs that cannot be met with funding appropriated annually by the Legislature in the Capital Improvement Funding process and allocated to the institutions by the State Building Board. This category has a major focus on projects that address: critical life safety, fire and seismic deficiencies; problems that pose a real and ongoing threat to the daily operations of the institutions; and the need to preserve and repair critical infrastructure items such as utilities.

3.3. Step 3 – Analysis and Scoring of Needs: "Scoring" of the needs is addressed by a process structured to give appropriate consideration to the various "Mission and Role" and "Major Infrastructure" projects. It includes the important issue of access to institutions in the Utah System of Higher Education (USHE) where growth is occurring, while also providing the mechanism to give appropriate consideration to mission-based needs, remodeling and renovation of current facilities, functional obsolescence, critical infrastructure needs, etc. The components and procedures of the scoring system are as follows:

3.3.1.1. For each institutional mission and role project, a value of need will be calculated that reflects the gap between the calculated need (based on the "Space Standards") and the currently available space for a specific category of space. For those institutional mission and role projects that include more than one category of space, the need gap will be calculated for each category of space in the project (again based on the "Space Standards"), and then a value for the entire project will be calculated based on the relative weight given for each of the categories of space included in the total assignable square feet of the project. The detail of the "Space Standards," definitions and instructions pertaining to this analysis are attached to this policy as **Appendix A**.

3.3.1.2. The total values for each of the projects resulting from the calculations described in section 3.3.1.1 above will then be listed sequentially in point-value order from the highest to the lowest.

"Scoring Points" will be assigned as follows:

a. 50 points will be assigned to the project with the highest calculated value.

b. Descending points will be assigned to the remaining projects based on the difference in calculated value between a project and the immediately preceding project as follows:

i. Projects with a calculated value difference of less than one will be assigned the same number of points.

ii. A two point differential between projects with a calculated value difference up to 20.

iii. A three point differential between projects with a calculated value difference greater than 20.

3.3.2. Non-appropriated Funding: Points may be awarded based on the documented portion of the project's anticipated costs to be derived from non-appropriated sources of funds. One point will be awarded when the non-appropriated contribution reaches 5 percent. Thereafter, additional points will be awarded as follows:

a. Research Institutions: one point for each 5 percent increase in donated funds up to a maximum total of 15 points.

b. Baccalaureate and Masters Degree-Granting Institutions: one point for each 4 percent increase in donated funds up to a maximum total of 15 points.

c. Community Colleges: one point for each 3 percent increase in donated funds up to a maximum total of 15 points

3.3.2.1. Non-appropriated funding may not create a future liability for the state: Non-appropriated funds must be given to the institution with no expectation of future payback. Any contribution from a partnering private entity or state/local government agency that creates a property right for the partner will not be considered in the calculation of points for non-appropriated funds. Student fees may not be counted as non-appropriated funds.

3.3.2.2. Office of the Commissioner to determine viability of non-appropriated funds: Each institution seeking points for non-appropriated funds shall provide evidence of the pending donation to the Office of the Commissioner. The Associate Commissioner for Finance and Facilities will review the gift and make a determination as to whether it is viable and should be accepted for points in the process. Institutions may appeal the Associate Commissioner's finding to the Commissioner.

3.3.3 Institutional Priorities: Additional points are added to each project total based on the priority given to each project by the institution. The awarding of points for institutional priority is based on the following:

3.3.3.1. The total number of points available to a given institution to distribute to its Capital Facilities Development projects is based on the number of projects authorized for scoring. Available points are as follows:

Research Universities – 47 Points

All Other Institutions – 25 Points

3.3.3.2. No project can receive more than 25 institutional priority points. This assures that the top-priority project at a smaller institution is of equal value to the top-priority project of a larger institution. The interval between the points assigned to an institution's top priority and each priority thereafter must be at least 3 points. For example: if an institution assigns 25 institutional priority points to its top project, it may assign no more than 22 points to its second priority.

3.3.4. Facility Condition Assessment Points – Facility condition assessment points apply to projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life threatening liability; where facilities are threatened with immediate loss of function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

3.3.4.1 Only if the project has been given the highest possible priority by the institution requesting support (or if all projects above it on the institution's priority list are of the same urgency due to liability or imminent closure and have met all the conditions listed).

3.3.4.2 Associated liability and imminent loss of function **-** Points may be awarded where the institution has substantiated by documentation from a qualified engineer, fire marshal, attorney, or other qualified professional that a very significant legal and/or health/life safety risk is being solved by completion of the proposed project. "Very significant" is defined as, "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management, and funded by the submitting institution. Also, these points may be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to 25 per project based upon the severity of liability or loss of function as determined above.

3.3.4.3 Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" as recommended by the Office of the Commissioner. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition. Points awarded range from zero to 25 per project based on the severity of liability or loss of function as determined above.

3.3.5. Major Infrastructure Projects: The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical

infrastructure such as utilities. Up to 60 points can be applied based on the degree of severity of need as follows:

a. Imminent Nonfunctionality **–** Where circumstances exist that pose imminent nonfunctionality threats to the facility or the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.

b. Operational but Seriously Deficient – Facilities in this condition can qualify for points in the range of 21-40.

c. Operational but Deficient – Facilities in this condition can qualify for points in the range of 1-20.

3.4. Step 4 – Prioritization of Projects for Funding Consideration: The final step in the annual Capital Facilities Evaluation process is to prioritize the projects for funding consideration. The projects have been ordered from highest to lowest through the scoring process resulting in the institutional infrastructure and mission and role projects being combined into one list.

3.4.1. Regents' Priority Points – In addition to the "Scoring Points" of the projects, the Regents may award up to 15 additional points per institution. **These points are designed to position institutions to further develop and enhance their assigned missions and roles**, including projects to: improve existing facilities and restore building life, update existing space to meet current and emerging program requirements, changes in role and mission, emerging needs in branch and satellite campuses, projects for which a prior year commitment has been made, projects to resolve major infrastructure problems, etc.

These points, ranging from 0-15, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These points should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.

3.4.2. Final Priority Ranking – After the Regents Priority Points are added to the "Scoring Points," the projects are recommended by the Regents for funding in the resulting rank order, with the project having the highest point total being the highest-ranked project.

R741.4 Operation and Maintenance Costs (O & M): The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Regents as part of the approval process for construction or acquisition of each facility.

4.1. In determining the number of facilities to be recommended for construction or acquisition, the Regents will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget. The goal of the Regents is that future annual state funded O & M costs on approved new facilities should not represent a disproportionate share of new ongoing appropriated state tax funds.

4.2. The intent of the Regents is to encourage proper consideration of the O & M impact on future operating budgets at the time new capital facility projects are approved, since O & M costs cease to be optional after facilities are in place and will be recommended for funding under the Regents' O & M policy.

R741.5. Projects Funded from Non-State Appropriated Funds – Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R710, Capital Facilities. This includes determination of whether the projects qualify for state-appropriated funding for ongoing O&M needs. Consistent with provisions of this policy, before any project can be considered for approval it must be included in the approved master plan of an institution, and the programs to be housed therein must have been approved by the Board of Regents. If those approvals have not been received, the project will not be considered.

R741.6 Land Bank Acquisition Requests – Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board of Regents. Recommendations to the State Building Board, Governor and Legislature for such purchases shall be based upon approved programmatic planning and facilities master plan requirements of the institutions (Policy R710.4.5.3).

R741, Appendix A: Analysis of Mission and Role Projects

R741A.1 Definitions

1.1. "Assignable Area" is the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities.

1.2. "Gross Area" is the sum of all floor areas of a building based on exterior dimensions.

1.3. "Non-assignable Area" is the sum of the circulation, custodial, mechanical and structural areas or the difference between gross and assignable area.

1.4. "Prioritization" is the determination as to which projects are most important to do.

R741A-2. Analysis

2.1. Step 1: Assemble an Inventory of Institutional Space by Room Type: Each institution annually prepares and submits a complete inventory of campus physical facilities space by room type. The relationship between types of space on institutional campuses is as follows:

2.1.1. Types of Space: The relationship between types of space on institutional campuses is that the gross area (the sum of all floor areas of a building based on exterior dimensions) is made up of two parts: (1) the assignable area (the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities, such as classrooms, laboratories, offices, and certain unclassified spaces), plus the (2) non-assignable area (the sum of the circulation, custodial, mechanical and structural areas.) Note: The inventory required by this procedure will be concerned with assignable areas located in campus facilities.

2.1.2. Categories of Space or "Room Types": Categories of space, called "room types," for which assignable square feet inventories are submitted include those defined below. For a complete definition and description of these sorts of rooms, see the Revised 1992 Higher Education Facilities Inventory and Classification Manual, published by the National Center for Education Statistics. Institutions shall determine and report total assignable square feet at the institution using the twelve categories of room types listed below.

a. Classroom Facilities (Room Type Codes 110 and 115):
b. Laboratory Facilities (Room Type Codes 210, 215, 220, and 225):
c. Research Laboratories (Room Type Codes 250 and 255):
d. Office and Conference Space (Room Type Codes 310, 315, 350 and 355):
e. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455):
f. Physical Education Facilities (Room Type Codes 520, 523, and 525):
g. Special Use Facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590):
h. General Use Facilities (Room Type Codes 600 to 699)
i. Support Facilities (Room Type Codes 700 to 799)
j. Health Care Facilities (Room Type Codes 800 to 899)

k. Residential Facilities (Room Type Codes 900 to 999)
l. All Other Room Type Codes including unclassified, non-assignable, and structural areas.

2.2. Step 2: Determine Square Feet in Projects Already Approved for Planning or Funded for Construction but not yet Operational (and Other Changes to the Inventory Based on the Proposed Construction Projects):

2.2.1. Space to Be Added: The primary purpose of this step is to incorporate into the inventory an accounting of space which will be added, remodeled or renovated in the future and for which funds have already been specifically allocated.

2.2.2. Space to Be Demolished: A second aspect of this step is to provide information on the assignable square feet of campus facilities which are scheduled for demolition either currently or as a part of the proposed construction projects.

2.2.3. Complete Inventory: Thus, in order for the Commissioner's Office to have a complete facilities inventory, each institution provides a description of each funded capital facilities project, indicating when such projects will become operational and the amount of space these projects will add to the inventory or the amount of space to be renovated or remodeled in the project. The same information is needed for those campus facilities which are slated for demolition and removal from the inventory. As is the case with the annually submitted inventory, the information is to be provided for those room types and functions specified in the previous step.

2.3. Step 3: Develop and Adopt Space Factors and Standards: Space factors and standards for each room type are used in combination with enrollment projections to calculate space requirements for future years, as described later in step 5. This section presents the planning standards and guidelines used in the calculation process. The space standards to be used for each room type are described as follows:

2.3.1. Standards for Classroom Facilities (Room type codes 110 and 115): Form of the standard: Assignable square feet (ASF) of classroom facilities per full-time equivalent (FTE) student, which consists of two components:

a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in classrooms. ["Weekly student contact hours" (WSCH) are synonymous with "weekly student hours" (WSH) and "student contact hours" (SCH)];
b. Weekly student contact hours (WSCH) in classrooms per full time equivalent (FTE) student.

2.3.1.1. Classroom Utilization Standards Table: The following table includes classroom utilization standards adopted by the Division of Facilities, Construction and Management and the State Building Board, utilization standards considered among the most stringent in the nation to achieve. The standards call for 75 percent scheduling of all classrooms during a 45-hour week, with a two-thirds station occupancy rate. They use a WSCH/FTE factor based on institutional type developed among the nine System institutions and the Commissioner's Office.

Type of Institution	ASF/N	RUR	SOR	WSCH/FTE

Research University	18.0	33.75	.667	12.5
Baccalaureate/Masters Degree Granting	18.75	33.75	.667	13.0
Community College	19.5	33.75	.667	13.5

2.3.1.2. Formulas: The factors displayed in the table are then used in the following formulas. The first equation (l) is used to determine assignable square feet per weekly student contact hour for classroom space. ASF/WSCH describes a mathematical relationship between space allowed for each station (assignable square feet per station, ASF/N), the usage of rooms (room utilization rate, RUR, defined as the number of hours per week a room is scheduled for use), and occupancy (station occupancy ratio, SOR, defined as the proportion of stations used when the room is scheduled for use). The second equation (2) converts the results of the first equation to total assignable square feet of classroom space required:

a. ASF/WSCH = (ASF/N)/[(RUR)*(SOR)]
b. ASF = (ASF/WSCH) * (WSCH/FTE) * (Number of FTE Students)

Note that the equations are based on inventory and enrollment information gathered during the fall term at each institution, i.e., the third week enrollment report for fall term and an institutional space inventory reported and predicted for the same period of time.

2.3.2. Standards for Laboratories (Room Type Codes 210, 215, 220 and 225): Form of the Standard: Assignable Square Feet of laboratory facilities (Code 210, 215, 220, and 225) per Full Time Equivalent Student, which consists of two components:

a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in laboratory facilities, and
b. Weekly student contact hours in laboratories per full time equivalent student.

2.3.2.1. Space Utilization Standards: As was the case with classroom space and for the same reasons, space utilization standards have been established for laboratories as follows:

a. Assignable square feet per station (ASF/N).
b. Room utilization rate (defined as the number of hours per week a class laboratory is scheduled for use - RUR).
c. Station occupancy ratio (defined as the proportion of stations used when the class laboratory is scheduled for use - SOR).
d. Weekly student contact hours in class and open laboratories per full time equivalent student.

2.3.2.2. Table of Space Utilization Standards: The standards call for 50 percent scheduling of all class labs during a 45-hour week, with a station utilization rate of 80 percent. The values of the standards and guidelines for class laboratory space are:

Type of Institution	ASF/N	RUR	SOR	WSCH/FTE
Research University	65	22.5	.80	4.5
Baccalaureate/Masters Degree Granting	65	22.5	.80	5.0
Community College	65	22.5	.80	6.0

In addition to the above standards and coefficients, a vocational education adjustment factor was added to account for differences in institutional roles and missions, as follows: U of U, 1.10; USU and WSU, 1.25; SUU, 1.35; and community colleges, 1.5.

2.3.2.3. **Formulas**: The use of these guidelines in formulas conforms to that described for classrooms in the previous section:

a. ASF/WSCH = (ASF/N)/((RUR)*(SOR))
b. ASF/FTE = (ASF/WSCH) * (WSCH/FTE)

2.3.3. **Research Laboratories (Room Type Codes 250 and 255)**: Form of the Standard: Assignable square feet per faculty member by type of institution and by broad groupings of disciplines. Note that the planning standards are based on total number of full time equivalent (FTE) faculty in the discipline group. Accordingly, some assumptions have been made about the proportions of faculty engaged in research at each of the types of institutions. These assumptions are reflected in the assignable square feet allowances per FTE faculty for each institutional type.

2.3.3.1. **Planning Standards**: The planning standards are as follows:

	ASF/FTE FTE by Type of Institution		
Discipline Groupings	Research University	Baccalaureate/Masters Granting	Community Colleges
Arts, Letters, Humanities, Behavioral Sciences, Business, Law, Communications	0	0	0
Architecture, Social Work, Education, Special Education	50	5	0
Agriculture, Natural Sciences	500	50	0
Allied Health	500	50	0
Nursing, Health, Math, Geography, Anthropology	300	30	0
Engineering, Natural Science, Pharmacy	1,000	100	0
Psychology, Computer Science	500	50	0
Trades and Technology	0	0	0
DCE, Extension, Other	0	0	0

The preceding standards do not suggest where such space is located. It is common, for example, that space used for theoretical research is located in the faculty member's office area.

2.3.4. **Office and Conference Facilities (Room Type Codes 310, 315, 350 and 355)**: Form of the Standard: Assignable square feet of office facilities per full time equivalent (FTE) staff member or faculty requiring such space. In addition there is an allowance for additional square footage per FTE staff member or faculty for office service and conference facilities. The standard does not design individual rooms but allows for all office and conference needs on the campus.

2.3.4.1. **Space Standards**: The space standards are:

Type of Organizational Unit	Type of Institution	ASF/FTE Staff Required Space	Service and Conference Space: ASF/FTE Staff
All Units	All Institutions	130	40

2.3.5. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455): NOTE: Study facilities space needs are based on American Library Association (ALA) and American Research Library Association (ARLA) standards and guidelines, as modified and adopted in the 1988 Utah Statewide Library Study commissioned by the State Legislature and conducted by external consultants in cooperation with DFCM and USHE institutions.

2.3.5.1. Minimum Library Holdings: With regard to the minimum number of library holdings, the guidelines are:

1. For Universities the minimum collection size should be:

a. 85,000 volumes.
b. 100 volumes per FTE Faculty Member.
c. 15 volumes per FTE Student.
d. 6,000 volumes per Master's Field when no Doctorate in the field is offered.
e. 3000 volumes per Master's Field when Doctorate is offered.
f. 25,000 per Doctorate Field.
g. 350 per Undergraduate Major or Minor Field.
h. 6,000 volumes per Sixth Year Specialist Degree Field.

2. For Community Colleges the minimum collection size should be:

a. 28,000 volumes.
b. 50 volumes per FTE Faculty Member.
c. 5 volumes per FTE Student.
d. 165 volumes per Subject Field of Study.

2.3.5.2. Study Space: The standards for study space are: 26 Assignable Square Feet per Station (ASF/N) with stations for 20 percent of the FTE student enrollment and 12.5 percent of the FTE faculty.

2.3.5.3. Holdings Storage Space: The space required for storage of library collections decreases as the number of volumes increases, namely: .10 ASF for 0-150,000 volumes: .09 ASF for 150,000-300,000 volumes; .08 ASF for 300,000-600,000 volumes; and .07 ASF for volumes beyond 600,000.

2.3.6. Physical Education (Room Type Codes 520, 523, and 525): The guideline for physical education space is 35,000 ASF minimum plus 6 ASF per FTE student beyond the first 1,000 FTE students.

2.3.7. Special use facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590); General use facilities (Room Type Codes 610, 615, 620, 625, 630, 635, 650, 655, 660, 665, 670, 675, 680, 685 and 690); and Support facilities (Room Type Codes 710, 715, 720, 725, 730, 735, 740, 745, 750 and 760). Within this category are a large number of different types of space. Most of these cannot be related firmly to a readily measurable variable within the institution.

2.3.7.1. Possible Future Comprehensive Standard for Three Categories of Space: When grouped together, the combination of these three categories of space (Special, General, and Support) seems to reveal a generally consistent pattern from one institution

to another. However, the formula does not presently address this category of space although a common coefficient or separate coefficients may be proposed in the future.

2.4. Step 4: Project Enrollments: Models have been created in the Commissioner's Office to project institution-by-institution enrollments up to 10 years into the future. These projections are used to estimate facility requirements for a 10-year planning horizon.

2.5. Step 5: Calculate the Required Assignable Square Feet Required by Type of Space: Space required by room type is calculated using USHE enrollment projections and the space standards discussed in section 4.3.

2.6. Step 6: Determine the Incremental Assignable Square Feet Required: Based on space standards and enrollment projections, step 5 determines how many assignable square feet of each given room type generally are required to meet the needs of the institution. Step 6 determines the need or excess capacity for each room type at the institution when compared to the complete space inventory. The determination process compares space required as calculated by step 5 with space available as established by the inventory process, described in steps l and 2.

2.7. Step 7: Assemble and Evaluate the Proposed Capital Projects: This step gathers space and related information from each institution on the proposed capital facilities development projects for which State Board of Regents and Legislative approval is requested for construction, acquisition or operation and maintenance (O & M). Project descriptions, including a breakout of room types and the effects of renovation on room types, are submitted simultaneously to the Commissioner's Office and DFCM. Each Institution may submit more than one project, but for scoring purposes only the top project will be scored except for research institutions. Each research university may have up to two projects scored each year.

2.8. Step 8: Conduct a Comparison of the Proposed Projects with Need and Implement the Analytical Process: This step compares the requested capital facilities projects with the net amount of space required as determined in step 6. This comparison by type of space and by planning year identifies actual percentage needs for space. In the case of remodeling and renovation projects, the procedure is adjusted slightly. The amount of the space to be remodeled in the proposed project will be subtracted from the inventory, prior to processing step 6. Then, the proposed project will be compared with a net space requirement exclusive of the space to be remodeled. Analysis of the remodeling projects is determined in the same way: i.e., is the space to be remodeled or renovated actually needed.

2.9 Step 9: Prioritization of the Proposed Projects: Once the analysis has been completed the mission and role projects are ready for prioritization using the “scoring process” described in section 3.3 (Step 3 – Analysis and Prioritization of Needs) of the policy. Projects, whether involving new, remodeled or renovated space, which exceed the calculated net requirements (as determined in step 6) will not qualify for further consideration.

R741, Capital Facilities Qualification and Prioritization Process[1]

R741-1. Purpose: To provide a quantified assessment of capital facilities requirements in the System. There are nine steps which constitute the Capital Facilities Qualification and Prioritization Procedure with steps one through eight relating to the qualification of projects. The final step, step nine, involves setting priorities among projects from the nine institutions in the system. The nine steps however do not replace regental deliberations which take into account other factors which are not quantifiable but nevertheless important, such as the current funding climate, political considerations, and acceptability of certain kinds of projects.

R741-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.3. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.4. Policy and Procedures R710, Capital Facilities

2.5. Policy and Procedures R720, Capital Facilities Master Planning

R741-3. Definitions

3.1. "Assignable Area" is the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities.

3.2. "Gross Area" is the sum of all floor areas of a building based on exterior dimensions.

3.3. "Non-assignable Area" is the sum of the circulation, custodial, mechanical and structural areas or the difference between gross and assignable area.

3.4. "Prioritization" is the determination as to which projects are most important to do.

3.5. "Qualification" is the determination if a particular type of space is needed, as determined through the use of planning guidelines.

R741-4. Qualification

4.1. Step 1: Assemble an Inventory of Institutional Space by Room Type: Each institution annually prepares and submits a complete inventory of campus physical facilities space by room type. The relationship between types of space on institutional campuses is as follows:

[1] Approved July 22, 1988, amended May 26, 1989, April 17, 1992, May 14, 1993, November 16, 1993, March 25, 1994, September 23, 1994, September 11, 1997, and July 12, 1999.

4.1.1. Types of Space: The relationship between types of space on institutional campuses is that the gross area (the sum of all floor areas of a building based on exterior dimensions) is made up of two parts: (1) the assignable area (the sum of the areas in all rooms that can be used by the building occupants to conduct their responsibilities, such as classrooms, laboratories, offices, and certain unclassified spaces), plus the (2) non-assignable area (the sum of the circulation, custodial, mechanical and structural areas.) Note: The inventory required by this procedure will be concerned with assignable areas located in campus facilities.

4.1.2. Categories of Space or "Room Types": Categories of space, called "room types," for which assignable square feet inventories are submitted include those defined below. For a complete definition and description of these sorts of rooms, see the Revised 1992 Higher Education Facilities Inventory and Classification Manual, published by the National Center for Education Statistics. Institutions shall determine and report total assignable square feet at the institution using the twelve categories of room types listed below.

a. Classroom Facilities (Room Type Codes 110 and 115):
b. Laboratory Facilities (Room Type Codes 210, 215, 220, and 225):
c. Research Laboratories (Room Type Codes 250 and 255):
d. Office and Conference Space (Room Type Codes 310, 315, 350 and 355):
e. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455):
f. Physical Education Facilities (Room Type Codes 520, 523, and 525):
g. Special Use Facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590):
h. General Use Facilities (Room Type Codes 600 to 699)
i. Support Facilities (Room Type Codes 700 to 799)
j. Health Care Facilities (Room Type Codes 800 to 899)
k. Residential Facilities (Room Type Codes 900 to 999)
l. All Other Room Type Codes including unclassified, non-assignable, and structural areas.

4.2. Step 2: Determine Square Feet in Projects Already Approved for Planning or Funded for Construction but not yet Operational (and Other Changes to the Inventory Based on the Proposed Construction Projects):

4.2.1. Space to Be Added: The primary purpose of this step is to incorporate into the inventory an accounting of space which will be added, remodeled or renovated in the future and for which funds have already been specifically allocated.

4.2.2. Space to Be Demolished: A second aspect of this step is to provide information on the assignable square feet of campus facilities which are scheduled for demolition either currently or as a part of the proposed construction projects.

4.2.3. Complete Inventory: Thus, in order for the Commissioner's Office to have a complete facilities inventory, each institution provides a description of each funded capital facilities project, indicating when such projects will become operational and the amount of space these projects will add to the inventory or the amount of space to be renovated or remodeled in the project. The same information is needed for those campus facilities which are slated for demolition and removal from the inventory. As is the case with the annually submitted inventory, the information is to be provided for those room types and functions specified in the previous step.

4.3. Step 3: Develop and Adopt Space Factors and Standards: Space factors and standards for each room type are used in combination with enrollment projections to calculate space requirements for future years, as described later in step 5. This section presents the planning standards and guidelines used in the calculation process. The space standards to be used for each room type are described as follows:

4.3.1. Standards for Classroom Facilities (Room type codes 110 and 115): Form of the standard: Assignable square feet (ASF) of classroom facilities per full-time equivalent (FTE) student, which consists of two components:

a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in classrooms. ["Weekly student contact hours" (WSCH) are synonymous with "weekly student hours" (WSH) and "student contact hours" (SCH)];
b. Weekly student contact hours (WSCH) in classrooms per full time equivalent (FTE) student.

4.3.1.1. Classroom Utilization Standards Table: The following table includes classroom utilization standards adopted by the Division of Facilities, Construction and Management and the State Building Board, utilization standards considered among the most stringent in the nation to achieve. The standards call for 75 percent scheduling of all classrooms during a 45-hour week, with a two-thirds station occupancy rate. They use a WSCH/FTE factor based on institutional type developed among the nine System institutions and the Commissioner's Office.

Type of Institution	ASF/N	RUR	SOR	WSCH/FTE
Research University	18.0	33.75	.667	12.5
Metro/Regional University	18.75	33.75	.667	13.0
Community College	19.5	33.75	.667	13.5

4.3.1.2. Formulas: The factors displayed in the table are then used in the following formulas. The first equation (l) is used to determine assignable square feet per weekly student contact hour for classroom space. ASF/WSCH describes a mathematical relationship between space allowed for each station (assignable square feet per station, ASF/N), the usage of rooms (room utilization rate, RUR, defined as the number of hours per week a room is scheduled for use), and occupancy (station occupancy ratio, SOR, defined as the proportion of stations used when the room is scheduled for use). The second equation (2) converts the results of the first equation to total assignable square feet of classroom space required:

a. ASF/WSCH = (ASF/N)/[(RUR)*(SOR)]
b. ASF = (ASF/WSCH) * (WSCH/FTE) * (Number of FTE Students)

Note that the equations are based on inventory and enrollment information gathered during the fall term at each institution, i.e., the third week enrollment report for fall term and an institutional space inventory reported and predicted for the same period of time.

4.3.2. Standards for Laboratories (Room Type Codes 210, 215, 220 and 225): Form of the Standard: Assignable Square Feet of laboratory facilities (Code 210, 215, 220, and 225) per Full Time Equivalent Student, which consists of two components:

a. Assignable square feet (ASF) per weekly student contact hour (WSCH) in laboratory facilities, and
b. Weekly student contact hours in laboratories per full time equivalent student.

4.3.2.1. Space Utilization Standards: As was the case with classroom space and for the same reasons, space utilization standards have been established for laboratories as follows:

a. Assignable square feet per station (ASF/N).
b. Room utilization rate (defined as the number of hours per week a class laboratory is scheduled for use - RUR).
c. Station occupancy ratio (defined as the proportion of stations used when the class laboratory is scheduled for use - SOR).
d. Weekly student contact hours in class and open laboratories per full time equivalent student.

4.3.2.2. Table of Space Utilization Standards: The standards call for 50 percent scheduling of all class labs during a 45-hour week, with a station utilization rate of 80 percent. The values of the standards and guidelines for class laboratory space are:

Type of Institution	ASF/N	RUR	SOR	WSCH/FTE
Research University	65	22.5	.80	4.5
Metro/Regional University	65	22.5	.80	5.0
Community College	65	22.5	.80	6.0

In addition to the above standards and coefficients, a vocational education adjustment factor was added to account for differences in institutional roles and missions, as follows: U of U, 1.10; USU and WSU, 1.25; SUU, 1.35; and community colleges, 1.5.

4.3.2.3. Formulas: The use of these guidelines in formulas conforms to that described for classrooms in the previous section:

a. ASF/WSCH = (ASF/N)/((RUR)*(SOR))
b. ASF/FTE = (ASF/WSCH) * (WSCH/FTE)

4.3.3. Research Laboratories (Room Type Codes 250 and 255): Form of the Standard: Assignable square feet per faculty member by type of institution and by broad groupings of disciplines. Note that the planning standards are based on total number of full time equivalent (FTE) faculty in the discipline group. Accordingly, some assumptions have been made about the proportions of faculty engaged in research at each of the types of institutions. These assumptions are reflected in the assignable square feet allowances per FTE faculty for each institutional type.

4.3.3.1. Planning Standards: The planning standards are as follows:

Discipline Groupings	University	ASF/FTE Faculty Institutional Types Master's Degree & 4-Year Inst.	Community Colleges
Arts, Letters, Humanities, Behavioral Sciences, Business, Law, Communications	0	0	0
Architecture, Social Work, Education, Special Education	50	5	0

Agriculture, Natural Sciences	500	50	0
Allied Health	500	50	0
Nursing, Health, Math, Geography, Anthropology	300	30	0
Engineering, Natural Science, Pharmacy	1,000	100	0
Psychology, Computer Science	500	50	0
Trades and Technology	0	0	0
DCE, Extension, Other	0	0	0

The preceding standards do not suggest where such space is located. It is common, for example, that space used for theoretical research is located in the faculty member's office area.

4.3.4. Office and Conference Facilities (Room Type Codes 310, 315, 350 and 355): Form of the Standard: Assignable square feet of office facilities per full time equivalent (FTE) staff member or faculty requiring such space. In addition there is an allowance for additional square footage per FTE staff member or faculty for office service and conference facilities. The standard does not design individual rooms but allows for all office and conference needs on the campus.

4.3.4.1. Space Standards: The space standards are:

Type of Organizational Unit	Type of Institution	ASF/FTE Staff Required Space	Service and Conference Space: ASF/FTE Staff
All Units	All Institutions	130	40

4.3.5. Study Facilities (Room Type Codes 410, 420, 430, 440 and 455): NOTE: Study facilities space needs are based on American Library Association (ALA) and American Research Library Association (ARLA) standards and guidelines, as modified and adopted in the 1988 Utah Statewide Library Study commissioned by the State Legislature and conducted by external consultants in cooperation with DFCM and USHE institutions.

4.3.5.1. Minimum Library Holdings: With regard to the minimum number of library holdings, the guidelines are:

1. For Universities the minimum collection size should be:

a. 85,000 volumes.
b. 100 volumes per FTE Faculty Member.
c. 15 volumes per FTE Student.
d. 6,000 volumes per Master's Field when no Doctorate in the field is offered.
e. 3000 volumes per Master's Field when Doctorate is offered.
f. 25,000 per Doctorate Field.
g. 350 per Undergraduate Major or Minor Field.
h. 6,000 volumes per Sixth Year Specialist Degree Field.

2. For Community Colleges the minimum collection size should be:

a. 28,000 volumes.

b. 50 volumes per FTE Faculty Member.
c. 5 volumes per FTE Student.
d. 165 volumes per Subject Field of Study.

4.3.5.2. Study Space: The standards for study space are: 26 Assignable Square Feet per Station (ASF/N) with stations for 20 percent of the FTE student enrollment and 12.5 percent of the FTE faculty.

4.3.5.3. Holdings Storage Space: The space required for storage of library collections decreases as the number of volumes increases, namely: .10 ASF for 0-150,000 volumes: .09 ASF for 150,000-300,000 volumes; .08 ASF for 300,000-600,000 volumes; and .07 ASF for volumes beyond 600,000.

4.3.6. Physical Education (Room Type Codes 520, 523, and 525): The guideline for physical education space is 35,000 ASF minimum plus 6 ASF per FTE student beyond the first 1,000 FTE students.

4.3.7. Special use facilities (Room Type Codes 510, 515, 530, 535, 540, 545, 550, 555, 560, 570, 575, 580, 585 and 590); General use facilities (Room Type Codes 610, 615, 620, 625, 630, 635, 650, 655, 660, 665, 670, 675, 680, 685 and 690); and Support facilities (Room Type Codes 710, 715, 720, 725, 730, 735, 740, 745, 750 and 760). Within this category are a large number of different types of space. Most of these cannot be related firmly to a readily measurable variable within the institution.

4.3.7.1. Possible Future Comprehensive Standard for Three Categories of Space: When grouped together, the combination of these three categories of space (Special, General, and Support) seems to reveal a generally consistent pattern from one institution to another. However, the formula does not presently address this category of space although a common coefficient or separate coefficients may be proposed in the future.

4.4. Step 4: Project Enrollments: Models have been created in the Commissioner's Office to project institution-by-institution enrollments up to 10 years into the future. These projections are used to estimate facility requirements for a 10-year planning horizon.

4.5. Step 5: Calculate the Required Assignable Square Feet Required by Type of Space: Space required by room type is calculated using USHE enrollment projections and the space standards discussed in section 4.3.

4.6. Step 6: Determine the Incremental Assignable Square Feet Required: Based on space standards and enrollment projections, step 5 determines how many assignable square feet of each given room type generally are required to meet the needs of the institution. Step 6 determines the need or excess capacity for each room type at the institution when compared to the complete space inventory. The determination process compares space required as calculated by step 5 with space available as established by the inventory process, described in steps l and 2.

4.7. Step 7: Assemble and Evaluate the Proposed Capital Projects: This step gathers space and related information from each institution on the proposed capital facilities development projects for which State Board of Regents and Legislative approval is requested for construction, acquisition or operation and maintenance (O & M). Project descriptions, including a breakout of room types and the effects of renovation on room types, are submitted simultaneously to the Commissioner's Office and DFCM. Each institution may

submit more than one project, but for scoring purposes only the top project will be scored except for research institutions. Each research university may have up to two projects scored each year.

4.8. Step 8: Conduct a Comparison of the Proposed Projects with Need and Implement the Qualification Process: This step compares the requested capital facilities projects with the net amount of space required as determined in step 6. This comparison by type of space and by planning year identifies actual percentage needs for space. In the case of remodeling and renovation projects, the procedure is adjusted slightly. The amount of the space to be remodeled in the proposed project will be subtracted from the inventory, prior to processing step 6. Then, the proposed project will be compared with a net space requirement exclusive of the space to be remodeled. Qualification of the remodeling projects is determined in the same way: i.e., is the space to be remodeled or renovated actually needed. Projects, whether involving new, remodeled or renovated space, which exceed the calculated net requirements (as determined in step 6) will not qualify for further consideration. those which do qualify will be put through the prioritization process, outlined in step 9.

R741-5. Priorities - Step 9: Determine Priorities for the Projects Which Are Determined to Be Qualified

5.1. Principles: One of the major difficulties in determining priorities among capital facilities development projects is that the total list of projects consists of a mixture of different kinds of construction projects, in many cases divergent in the purposes they serve, the manner in which they can be evaluated for funding, and their acceptability as high priority needs. For example, some projects are directly related to the primary activities of the institution (instruction, research or public service) while others are largely invisible to the public or constituents of a campus but are nonetheless indispensable for orderly, efficient, effective institutional operation. These differences make the task of interleaving priorities across institutional lines difficult at best. The prioritization procedure is based on the following principles:

5.1.1. There are two primary types of institutional capital facilities development projects--institutional infrastructure projects, and mission and role projects.

5.1.2. These two types of projects must be interleaved in order to allow for orderly, simple consideration by the Regents and subsequent modification and recommendation to the Utah State Building Board, the Governor and the Utah Legislature.

5.1.3. The relevant factors required to rank each type of project are similar but not identical.

5.1.4. Even in those cases where the factors used to rank particular projects are the same, the weight of the factors for each type of development project are different.

5.1.5. The interleaving of the types of projects, once ranked, is accomplished by having the maximum number of "points" generated by each type of project be the same.

5.1.6. Individual development projects are categorized based on the primary purpose of the facility and cannot be ranked in multiple categories. (e.g., points for need, or points for infrastructure, but not both.)

5.1.7. The ranking procedure allows for special substantiated circumstances such as legal or life threatening urgency or imminent loss of function.

5.2. Categories of Development Projects: The two categories of capital facilities development projects are:

5.2.1. Capital Facilities Development Projects Related Primarily to Institutional Infrastructure: These are projects designed and required primarily to improve or expand institutional infrastructure, including distribution of utilities, central storage, treatment of hazardous chemicals, heating and air conditioning systems, etc.

5.2.2. Capital Facilities Development Projects Related Primarily to Institutional Mission and Role: These are projects designed and required primarily to allow the approved mission and role of the institution to be accomplished. These projects pertain to remodeling of current facilities and construction of new space which house the primary programs and activities of the institution.

The pertinent factors and "scoring system" for the factors within the categories are:

5.3. Scoring System: Prior requirement: Before any project can be considered as a legitimate "Institutional Mission and Role" project, the facility must be included in the institution's approved master plan and the programs to be housed in the facility must have been approved by the Board of Regents. If the approval does not exist, the project will not be prioritized.

5.3.1. Project Qualification Ranking: Definition: The rank of the project based on the results of the qualification process. Ranking of each mission and role project will be accomplished as follows:

5.3.1.1. For each institutional mission and role project, a percentage of need will be calculated which displays the percent which the calculated need (based on the planning guidelines) exceeds the currently available space for a specific type of space.

5.3.1.2. For those institutional mission and role projects which include more than one type of space, then a percentage need will be calculated for each type of space in the project (again based on the planning guidelines), and then a weighted percentage for the entire project will be calculated based on the relative proportions each of the types of space represent of the total assignable square feet in the project.

5.3.1.3. The percentages resulting from the calculations described in sections 5.4.2.1 and 5.4.2.2 above will then be ranked sequentially from the highest to the lowest.

Points will be assigned to the ranked projects: 50 to the highest ranked project, 48 to the next highest, 46 to the next highest, and so on in even numbered increments to the lowest ranked project.

5.3.2. Non-appropriated Funding: Points may be awarded based on the documented proportion of the project's anticipated costs to be derived from non-appropriated sources of funds. A project with zero to five percent non-appropriated funding receives zero points. Thereafter, one point is added for each five percent increment up to a maximum of fifteen points for a project with seventy-six percent or higher non-appropriated funding.

5.3.2.1. Non-appropriated Funding may not create a future liability for the state – Non-appropriated funds must be given to the institution with no expectation of future payback. Any contribution from a partnering private entity or state/local government agency that creates a property right for the partner will not be considered in the calculation of bonus points for non-appropriated funds. Student fees may not be counted as non-appropriated funds.

5.3.2.2. Commissioner's Office to determine viability of non-appropriated funds – Each institution seeking bonus points for non-appropriated funds shall provide the Commissioner's Office with evidence of the pending donation. The Associate Commissioner for Finance and Facilities will make a determination as to whether the gift is viable and should be accepted for bonus points in the process. Institutions may appeal the Associate Commissioner's finding to the Commissioner.

5.3.3. Private Operation and Maintenance (O & M) Endowments: Points shall be awarded to projects in the Q&P formula where an O&M endowment has been established from external private donations to maintain the facility (excluding student revenue fees, auxiliary revenues, research overhead moneys, or other funds generated and managed by the institutions). Points in the Q&P formula for projects with O&M endowments shall be awarded based on the size of the endowment as a percentage of the total cost of the project, as follows: 0-5=0, 6-10=1.5, 11-15=3, 16-20=4.5, 21-25=6, 26-30=7.5, 31-35=9, 36-40=10.5, 41-45=12, 46-50=13.5, 50%+=15 points.

5.3.4. Factors for Bonus Points: In addition to the above criteria, an additional factor, "Facility Condition Assessment," is included to be used on a bonus point basis. It allows high priority to be given to projects designed to resolve substantiated legal and/or life threatening liability or threatened with immediate loss of function of the existing facility due to natural disaster, closure because of violations of legal/safety/other requirements, or similar circumstances. The "Associated Liability and Imminent Loss of Function" can be applied only under these circumstances:

5.3.4.1. Only if the project has been given the highest possible priority by the institution requesting support (or if all projects above it on the institution's priority list are of the same urgency due to liability or imminent closure and have met all the conditions listed).

5.3.4.2. Associated liability and imminent loss of function: Points may be awarded where the institution has substantiated by a statement from a qualified engineer, fire marshal, or attorney that a very significant legal and/or health/life safety risk is being solved by completion of the proposed project. "Very significant" is defined as, "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management funded by the submitting institution. Also, these points may be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to twenty-five based upon the severity of liability or loss of function as determined above.

5.3.4.3. Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" with the approval of the Commissioner's Office. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition.

5.3.5. Functionality of Infrastructure Projects: The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for infrastructure projects depending on the suitability of the current facility for the purposes intended.

Imminent nonfunctional or nonexistent	41- 60	Must be institution's top priority project in order to be considered.
Operational but seriously deficient	21- 40	
Operational but deficient	1-20	

5.4. Interleaving of Projects: The interleaving of Institutional Infrastructure projects with Institutional Mission and Role projects in order to recommend to the Regents a single prioritized list will be accomplished by summing the total number of points generated by each project.

5.5. Institutional Priorities: Additional points are added to each project total based on the priority given to each project by the institution. The awarding of points for institutional priority is based on the following rules:

5.5.1. The total number of points available to a given institution to distribute to its Capital Facilities Development projects is generally based on the "size" of the institution. This rule reflects the fact that larger institutions generally have more facilities needs than do the smaller institutions. Available points are as follows:

U of U and USU	80
WSU, SUU, UVSC, and SLCC	50
Snow, Dixie, and CEU	30

5.5.2. No project ranked by an institution can receive more than 25 points. This rule states that a top priority project at a smaller institution is of equal value to the top priority project of a larger institution. The interval between the points assigned to an institution's top priority and each priority thereafter must be at least 3 points. For example: if an institution assigns 25 institutional priority points to its top project, it may assign no more than 22 points to its second priority and no more than 19 points to its third priority.

5.5.3. No two projects from any given institution can be awarded the same number of points. This rule forces each institution to rank order its development projects.

5.6. Regent Priority List: The points generated by the "Institutional Priority" procedure are then added to the totals generated by the previously described steps. These totals are ordered from highest to lowest with the result that institutional infrastructure and institutional mission and role projects are combined onto one list, and the project which has generated the most points is recommended to the Regents as the highest priority project in the system, at the current time.

5.7. Operation and Maintenance Costs (O & M): The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Regents as part of the approval process for construction or acquisition of each facility.

5.7.1. In determining the number of facilities to be recommended for construction or acquisition, the Regents will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget. The goal of the Regents is that future annual state funded O & M costs on approved new facilities should not represent a disproportionate share of new ongoing appropriated state tax funds.

5.7.2. The intent of the Regents is to encourage proper consideration of the O & M impact on future operating budgets at the time new capital facility projects are approved, since O & M costs

cease to be optional after facilities are in place and will be recommended for funding under the Regent's O & M policy.

MEMORANDUM

June 16, 2010

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Residency Officers' Handbook

Issue

Admissions officers and registrars asked the Commissioner's office to prepare a handbook regarding residency issues and the consistent application of residency policies among the USHE institutions.

Background

An original handbook was produced in 2004, but it needed to be updated for content and format. This revamped edition was produced by the Commissioner's Office with assistance from each USHE institution. It was recently presented and distributed to the institutions at the UACRAO (Utah Association of Collegiate Registrars and Admissions Officers) conference in Park City. Initial reaction to the handbook was positive; it has already inspired collaboration and has already sparked discussion among the institutions. The handbook is planned to be updated on a regular basis as needed.

Commissioner's Recommendation

This item is for information only.

William A. Sederburg, Commissioner

WAS/CKM/JAC
Attachment

Residency Officers' Handbook

2010

UTAH SYSTEM OF HIGHER EDUCATION

UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds℠

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INTRODUCTION

Thank you for your service as a residency officer in the Utah System of Higher Education (USHE). Your service is greatly needed and deeply appreciated. The Commissioner hopes this handbook will provide you a resource throughout your service.

The handbook is an interpretive guide to Regents' policy R512 Determination of Resident Status. As a state-wide system a uniform USHE residency policy serves the interests of each institution. A uniform policy inspires collaboration, protects the integrity of the process, maintains the credibility of the institution, and shields the institution when attacked. The handbook seeks to provide these fundamental benefits.

The handbook should additionally facilitate your work as a residency officer. The design, flow, content, and purpose of the handbook should make your job easier. As a living document it is open to revisions and suggestions. Please voice your concerns and discuss its contents with other residency officers. The handbook provides a forum to discuss policy interpretation and suggest revisions.

The handbook is made up of eight sections, an appendix, and an index. The sections are designed to flow chronologically through the residency application process. The first section provides the general policy behind resident tuition and clarifies the need for this handbook. The second section sets forth the general rule of residency. Sections three through six follow the student through the residency process--from an explanation of the initial classification through the appeals provisions. The final section provides a list of frequently asked questions pertaining to specific situations.

While the handbook follows R512 in certain aspects it attempts to reorganize or repeat information in helpful locations. Certain legal terms have also been omitted from the handbook (for example the term domicile was not included, but rather the broader principle of what domicile means was explained in each context). You are, of course, always encouraged to reference R512 when needed. A copy of the latest version of R512 is provided as Appendix A for a reference when using the handbook.

* * * *

Nothing in this handbook is to be construed as contradicting either policy of the State Board of Regents or Utah and federal law. This handbook provides an interpretation of residency policy consistent with the language and intent of the State Board of Regents and the Utah Legislature. When and if such contradictions occur the policy or statute is authoritative.

* * * *

"How-to-Use" Guide

It is suggested that the best method to use the handbook is to ask where chronologically in the residency process is your question and look for that location in the handbook.

Questions regarding public policy – Section 1

Questions on the general rule – Section 2

Questions on initial classification – Section 3

Questions on applications for reclassification – Section 4

Questions on maintaining residency – Section 5

Questions on special exceptions to the rule – Section 6

Questions on student appeals – Section 7

If your question is not easily found in this manner use the index at the end of the handbook to look up key words. We understand that inaccessible information is frustrating; please submit recommended changes to the contact listed below.

Contact Information

This handbook was prepared by The Office of the Commissioner of Higher Education. Suggestions, questions, and revisions should be sent to:

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Updates

This handbook is based on Regent's policy R512 as of June 1, 2010. Subsequent updates will be provided as necessary.

SECTION 1: PURPOSE & INSTITUTIONAL POLICY

The people of Utah directly support the education of Utah citizens through a discounted resident tuition rate. As higher education costs increased across the nation Utah has successfully kept its resident tuition relatively low. In 2009, the average resident student tuition covered only 38% of the full cost of the college education meaning that Utah tax payers funded the remaining 62% in subsidy.[1] As a state-supported system, USHE gives preference in tuition to residents of the state of Utah. These Utah students or their families have contributed to the state tax base in the past or demonstrate an intention to do so in the future.

Since students of all states and nations are welcome to attend USHE institutions the institutions distinguish between Utah residents and nonresidents for purposes of tuition. Nonresident students may become legal residents of Utah if they meet certain requirements. The rules regulating residency in the Utah System of Higher Education (USHE) can be complex and different from other non-USHE agencies. USHE does not recognize declarations of residency made by other state agencies. The Residency Officer Handbook provides an easy-to-follow guide to help navigate USHE rules.

Institutional Autonomy

Each institution may implement a policy regarding the criteria for resident student status that deviates from the criteria set forth in this handbook and R512. Institutional policies affecting credit-bearing degree programs must be approved by the institutional president and shall not be more lenient than requiring a one-year waiting period as specified in R512-4.3.[2] This allows for flexibility according to the needs and mission of the institution. To assure uniformity and cooperation among the system and to develop the most effective residency policy possible, institutional variations should be reported to Office of the Commissioner of Higher Education at the contact information listed on page vii to be included as an appendix in subsequent editions of this handbook.

Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering noncredit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.[3] The institutional residency policies for noncredit applied technology programs are not included in this handbook.

Reciprocity

To reduce unnecessary burdens on both institutions and students, the Regents have established a certain level of reciprocity among the institutions. Reciprocity means that a determination to grant residency to a student at a USHE institution is

[1] Utah System of Higher Education News Release "Another Round of Record Enrollment Growth for Utah's Public Colleges and Universities." Feb. 18, 2010 available at: http://higheredutah.org/wp-content/uploads/2010/02/NR_Spring-3rd-Week-Enrollment_02.18.101.pdf.

[2] See R512-4.1.1.

[3] See R512-4.1.2.

honored at other USHE institutions.[4] Reciprocity may be denied by an institution, however, if the student obtained residency under false pretenses, or the facts existing at the time of granting residency have significantly changed.

If an institution discovers evidence that a student was initially classified in error, the institution may initiate a reclassification inquiry detailed in R512-8.1. and section five of this handbook.

[4] See R512-8.2.

SECTION 2: GENERAL RULE

A resident is an individual who has a permanent and primary residence in Utah; the individual must not only live in Utah, but also intend to stay in Utah permanently (not for a temporary or special purpose).[5] This generally means that the student's family lives and works in Utah and (in the case of the traditional student) the student graduated from a Utah high school.

Permanent Home

A resident must have a permanent home in Utah. This does not mean that the resident owns the property or has an indefinite lease; rather, "permanent" refers to the intention of the individual. He or she must intend to reside at a Utah home on a permanent basis.

Principal Establishment

A resident must also reside primarily in Utah. Individuals owning vacation or second homes in Utah do not qualify as residents (even if vacation home is "permanent") because a vacation home, by definition, is not a "primary" home. The home must be maintained for more than a temporary stay or for the accomplishment of a particular purpose. Evidence of a primary residence is given in the explanations located in the following sections.

Becoming a Resident

Nonresident students gain resident status by demonstrating an intention to become residents—not only while attending school, but indefinitely. Nonresident students must actually become residents of Utah. In essence, nonresident students must show their intent to contribute to the community which subsidized his or her education. If the student intends to return to his or her home state, the student is not a resident of Utah.

The State Board of Regents has established rules for evaluating student intent to reside indefinitely in Utah. The Regents have required more than a simple declaration of intent; students must provide substantial evidence of intent to reside in Utah permanently.[6] The remainder of this handbook is an explanation of what this means and how it is done.

Institutions follow a two-step process to determine student residency: (1) the initial classification[7] and (2) the application for reclassification[8] (this is often called an "application for residency"). These are explained in sections three and four respectively.

[5] See R512-3.1.

[6] See R512-3.3.1.

[7] See R512-9.2.

[8] See R512-9.3.

Section 3: Initial Classification

The institution initially classifies all student applicants as either resident or nonresident according to responses on the admission application.[9] Every student classified as nonresident retains that status until he or she is officially reclassified by the institution. A student initially classified as "nonresident" may be reclassified through an application for reclassification (this is often called an "application for residency"). Students initially classified as residents do not apply for residency.

Initial Classification—General Rule

If an admission application leaves reasonable doubt concerning residency, the student shall be classified as nonresident.[10] The level of doubt necessary is an institutional decision but the Regents have provided a general rule for the institutions.

As a general rule institutions should consider the longevity of the student's continuous residency in Utah. Any length of residency shorter than twelve continuous months must result in nonresident classification.[11]

This general rule originates from the presumption that persons who move to Utah specifically to attend a USHE institution do not qualify as residents because they lack the permanency required for residency. The presumption is based on the fact that many out-of-state students never intend to remain in Utah after finishing their college education. Some out-of-state college students, however, actually wish to reside in Utah permanently as their new home. Institutions will likely find distinguishing between those who move to Utah to attend an institution and those who wish to make Utah their home difficult. Regent policy seeks to assist the institutions in this process.

To help remove ambiguity the Regents have established the clear guideline that students are presumed to have moved to Utah for the purpose of attending a USHE institution if they apply for admission to a USHE institution within twelve months of moving to Utah.[12]

Other Factors

The institution should designate any suspicious application as nonresident. In addition to the twelve prior months, other factors may be considered but are not dispositive; e.g., voter registration, driver's license, employment history, tax return, etc. Student applications which have incomplete or unclear residency information should also be classified as nonresident.

International Students

Students who are present in the United States on visitor, student, or other visas which authorize only temporary presence in the country do not have the capacity to reside permanently in Utah. Students under this circumstance are accordingly classified as

[9] See R512-9.2.

[10] See R512-9.2.

[11] See R512-4.3.1. and R512-5.1.

[12] See R512-5.1.

nonresident. Students who have been granted immigrant or permanent resident status in the United States shall be classified according to the same criteria applicable to citizens.[13]

[13] See R512-4.7.

Section 4: Application for Reclassification (Application for Residency)

Students initially classified as nonresident may apply to be reclassified as residents.[14] To qualify for reclassification, a nonresident student must demonstrate by substantial evidence his or her intention to reside permanently and primarily in Utah.[15] Succinctly stated, the student must actually become a legal resident of Utah and relinquish his or her prior residency.

Substantial Evidence of Residency

A nonresident student seeking reclassification must demonstrate by substantial evidence that he or she qualifies for reclassification.[16] Substantial evidence means that the student demonstrates in a number of different ways his or her intention to become a Utah resident. There is no magic number which meets the substantial evidence standard; it must be considered on a case-by-case basis. Generally, the student must show an overall commitment to relinquish his or her prior residency and demonstrate an intention to reside permanently and primarily in Utah. All relevant information should be considered. From a policy standpoint the student should demonstrate an intention to live and work in Utah after graduation—to contribute to the community which subsidized his or her education.

Penalties for Incorrect or Misleading Information

A student who gives incorrect or misleading information with the purpose of evading payment of nonresident fees is subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.[17]

There may be a distinction between students who fraudulently apply for residency and those who through a genuine mistake provide incorrect information. Penalties for honest mistakes should be personalized to help the student without compromising the integrity of the process.

Determining a Student's Purpose for Moving to Utah

Many applicants will be classified as nonresident because it appears that they moved to Utah to specifically to attend a USHE institution. Students deemed to have moved to Utah for the purpose of attending a USHE institution who wish to apply for residency may take one of two actions: (1) admit that they did move to Utah for purposes of attending a USHE institution, but take actions to become a legal resident;[18] or (2) deny that they moved to Utah for the purpose of attending a USHE institution and

[14] See R512-8.1.

[15] See R512-3.3.1., R512-4.2., and R512-9.3.

[16] See R512-3.3.1.

[17] See R512-5.11.

[18] See R512-4.

apply to be recognized as a legal resident immediately.[19]

Becoming a Legal Resident if Moved to Utah to Attend a USHE Institution

Students who admit that they moved to Utah for the purpose of attending a USHE institution may take actions to demonstrate a requisite level of permanency to qualify for legal residency. Regent policy explains how these students establish residency. The procedures are outlined in R512-4 and are explained below.

Students who move to Utah to attend a USHE institution may be reclassified as residents by completing the following three requirements: (these three requirements are explained in greater detail below).

(1) Demonstrate an intent to reside permanently and principally in Utah (establish domicile in Utah)

(2) Reside in Utah for twelve continuous months prior to the term for which resident status is being sought (the twelve-month waiting period)

(3) Submit a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax return of any person who is not a resident of Utah.

Demonstrate Intent to Reside Permanently and Principally in Utah

Regents' policy R512-4.4. states that institutions make this determination based on documentation provided by the student. Students applying for reclassification are required to submit as much of the following documentation as is applicable:

(1) A Utah high school transcript issued in the previous year (twelve months) confirming attendance at a Utah high school in the previous twelve months,

(2) Utah voter registration dated at least three months (ninety days) prior to the first day of class of the term for which the student is seeking resident status,

(3) Utah driver license or identification card with an original date of issue or renewal at least three months (ninety days) prior to the first day of class of the term for which the student is seeking resident status,

(4) Utah vehicle registration dated at least three months (ninety days) prior to the first day of class of the term for which the student is seeking resident status,

(5) Proof of payment of Utah state income tax for the previous year,

(6) A rental agreement or mortgage document showing the student's name and Utah address for at least twelve months prior to application for resident student status,

(7) Utility bills showing the student's name and Utah address for at least twelve months prior to application for resident student status,

(8) Any other evidence of an intention to reside permanently and primarily in Utah.

Continuous Residency (The twelve-month waiting period)

The student must demonstrate by objective evidence that he or she has resided in Utah for twelve continuous months prior to the first day of the term for which residency is being sought. This is generally referred to as the twelve-month waiting period. "Continuous" in this context means that the

[19] See R512-5.

student has not been absent from the state for more than a total twenty-nine days.[20] The days of absence from the state are accumulated over the course of the twelve-month period; i.e., the student must be physically present in the State of Utah for 336 of 365 continuous days.

Once the student has met the twelve-month waiting period, he or she may leave the state for more than thirty days so long as the student intends to return. Possible reasons for permissible temporary absence are: temporary employment; or educational, religious, charitable, or military service.

Effect of Nonresident Tuition Waiver

Regent policy allows for the waiver of nonresident tuition under certain circumstance. A student who receives a waiver of nonresident tuition is not classified as a resident but merely qualifies for an exemption from the nonresident portion of tuition. The tuition waiver evidences that the student moved to Utah for the purpose of attending a USHE institution. Nonresident students may not use time spent in Utah under any nonresident-tuition waiver programs toward the twelve-month waiting period.[21] These programs include:

(1) Athletic scholarships waiving only the nonresident portion of tuition,[22]

(2) Western Undergraduate Exchange,

(3) Western Regional Graduate Program,

(4) Professional Student Exchange/WICHE,

(5) Alumni Legacy Scholarship,

(6) Dixie State College Good Neighbor Students,

(7) Any other applicable nonresident tuition waiver under Regents' policy R513.[23]

Declaration of Financial Independence

An important element in determining whether a student intends to reside permanently and primarily in Utah is the student's financial independence. If the student remains financially dependent on nonresident individuals they do not have the capacity to reside permanently in Utah. As such, nonresident students seeking reclassification must submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. The declaration of financial independence must be submitted at the time of the application for residency.

Becoming a Legal Resident if Moved to Utah for Non-USHE Related Purposes

Students who deny that they moved to Utah for the purpose of attending a USHE institution may take actions to demonstrate the requisite level of permanency to qualify for legal residency. Regent policy explains how these students may be reclassified to resident status. The primary difference is that the twelve-month waiting period does not apply to students who moved to Utah for other reasons. All other requirements apply. The policy is outlined in R512-5 and explained below.

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[20] R512-4.3.1 states that the student must be absent "less than 30 total days." This is interpreted to mean a maximum of 29 days.

[21] See R512-7

[22] See R512-7, 7.1. This provision is currently under revision and will hopefully be changed to allow the time spent under the tuition waiver to count towards the twelve-month waiting period.

[23] See R512-7.1. This provision is currently under revision and will hopefully be changed to allow the time spent under the R513 tuition waivers to count towards the twelve-month waiting period.

Documentation Required to Rebut Presumption of Nonresident Status

When a student is classified as having moved to Utah for the purpose of attending a USHE institution, but seeks reclassification, the institution may require information in addition to that provided in R512-4.4.[24] The institution may require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The student must demonstrate by substantial evidence that he or she is not in Utah for the purpose of attending a USHE institution. A student may be required to file any or all of the following within applicable timelines established by the institution.

(1) A statement from the student describing employment and expected sources of support;

(2) A statement from the student's employer;

(3) Supporting statements from persons who might be familiar with the family situation;

(4) Birth certificate;

(5) Marriage certificate;

(6) Documentation of eligibility for state social or rehabilitation services;

(7) Documentation of immigration status and placement as political refugee;

(8) Indicia of intent to reside permanently and primarily in Utah, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

[24] See R512-5.10.

No Waiting Period if in Qualifying Circumstance

Regent policy establishes eight circumstances which demonstrate that the student moved to Utah for non-USHE related purposes. The twelve-month waiting period is waived if the student can demonstrate that he or she qualifies under one of the eight circumstances.[25] The student must submit evidence of Utah residence arising from one or more of the following circumstances: (1) military personnel called to active duty outside Utah; (2) marriage to a Utah resident; (3) full-time, permanent employment in Utah; (4) spouse's or parent's full-time employment in Utah; (5) parent residing in Utah for twelve months; (6) other extenuating circumstances; (7) recipient of state social services benefits; and (8) immigrants placed in Utah as a political refugee.

Simply demonstrating one of the eight circumstances is not sufficient to qualify for residency; the student must additionally satisfy the requirements of financial independence and demonstrate an intent to reside permanently and principally in Utah.

The eight categories are further explained below.

Armed Forces Personnel Deployed Outside Utah

Personnel (and their immediate family members if residing with them in Utah) of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than ninety days after the termination of active duty are exempt from the twelve-month waiting period.[26] The student should demonstrate their deployment through documentation such as the DD Form 214.

[25] See R512-5.1.

[26] See R512-5.2.

Utah residency immediately prior: The phrase "Utah residency immediately prior" means that the student must show, in the year immediately prior to active duty deployment, intent to reside permanently and primarily in Utah. This can be shown through the common examples set forth above; i.e., (1) the filing of a Utah tax return in the year prior to deployment; (2) Utah voter registration; (3) possession of a Utah driver's license; (4) establishment of Utah banking connections, etc. This means that in order to avoid the twelve-month waiting period the student must demonstrate residency both a year before and within ninety days after the deployment.

Immediate Family Member: The phrase "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

Residing With: The phrase "residing with" means that the family member's permanent address is the same as that of the individual in the Armed Forces. The family member, if absent from the home, should intend to return within a reasonable amount of time.

Marriage to Utah Resident

A nonresident who marries a Utah resident is exempt from the twelve-month waiting period.[27] It may be necessary to confirm the residency of the Utah resident spouse. The factors as listed previously may be used if reasonable.

Full-time, Permanent Employment in Utah

A person who has moved to Utah for full-time permanent employment—not a temporary relocation or assignment is exempt from the twelve-month waiting period.[28] The motivation for the move must be examined by the institution. The student must provide substantial evidence that the reason for the move to Utah was, in good faith, based on a work-related purpose; e.g., employer requested transfer to Utah or recruitment by a Utah employer.

All relevant evidence concerning the motivation for the move should be considered, If the move occurred within the last twelve months, the burden is on the applicant to demonstrate a legitimate work-related purpose. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education – with the requisite twelve-month waiting period.

In list form, institutions should consider the following seven factors:

(1) the person's employment and educational history;

(2) the dates when Utah employment was first considered, offered, and accepted;

(3) when the person moved to Utah;

(4) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; admission to a USHE institution sooner than four months from the date of moving to Utah should be seen as strong evidence that the move was to attend a USHE institution;

(6) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and

(7) any other factors related to abandonment of a former residency and establishment of a new long-term home in Utah.

[27] See R512-5.3.

[28] See R512-5.4.

Spouse's or Parent's Full-time Work

A spouse or dependent child of an individual who moves to Utah for full-time permanent employment—not a temporary relocation or assignment is exempt from the twelve-month waiting period.[29] In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent.

Most families do not relocate simply to secure residency for a dependent child. A married couple may, however, move to Utah so that one spouse may attend school and while the other intends to work. In either instance the institution will have to make the determination of whether the move was motivated by the intent to go to school or the location of the employment. The factors listed in the preceding category ("Full-time, Permanent Employment in Utah") may be used to make this determination. At very least, the dates of the application for admission to the institution should be compared with the date of the offer for employment.

Parent in Utah for at Least Twelve Months

A dependent person who has a parent who has resided in Utah for at least twelve months prior to the first day of the term for which the student is seeking resident status is exempt from the twelve-month waiting period and the requirement of the declaration of financial independence.[30]

The student must submit evidence demonstrating that the parent resides permanently and primarily in Utah. The student is also required to be claimed as a dependent on the federal tax return of either parent.[31]

This exception was created from the need to provide resident tuition to a child of a Utah parent in a divorced setting where the child lived in a different state with the other parent but wanted to attend a USHE institution. The wording of the exception was perhaps overly broad and has been exploited for unintended uses. Institutions should consider the purpose of the exception when using it to make residency decisions.

Extenuating Circumstances

A person who has moved to Utah for the following four extenuating circumstances is exempt from the twelve-month waiting period:[32]

(1) child care obligations,

(2) extenuating financial or health reasons related to his or her divorce,

(3) the death of a spouse,

(4) long-term health care needs or responsibilities related to the person's own health or the health of an immediate family member (the person's spouse, parent, sibling, or child).

The student must submit evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

(1) the person's employment and educational history;

(2) the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

(3) when the person moved to Utah;

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[29] See R512-5.5.

[30] See R512-5.6.

[31] See Utah Code § 53B-8-102(14).

[32] See R512-5.7.

(4) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

(5) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah;

(6) evidence that the person is an independent person (at least 24 years of age; or not claimed as a dependent on someone else's tax returns); or

(7) any other factors related to abandonment of a former residency and establishment of a new residency in Utah for purposes other than to attend an USHE institution.

Receipt of State Social Services Benefit

Students for whom another Utah agency is paying the full costs of tuition and fees as part of a rehabilitation program are exempt from the twelve-month waiting period.[33] This section operates under the premise that if another Utah agency recognizes the student as a resident and pays the educational costs for rehabilitation, USHE institutions should not charge the Utah agency nonresident tuition. Generally the only two agencies which would cover the tuition costs of students are Utah Vocational Rehabilitation Services and Department of Workforce Services.

A student under this circumstance should certify participation in the rehabilitation program through a letter from the state agency.

Upon the termination the educational rehabilitation support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.

Immigrant Placed in Utah as Political Refugee

An immigrant, not otherwise qualified as a resident, placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason is exempt from the twelve-month waiting period.[34] This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily. The student, must however, demonstrate that he or she intends to reside permanently and primarily in Utah indefinitely.

[33] See R512-5.8.

[34] See R512-5.9.

Section 5: Maintaining Residency

Regents' policy does not directly address a student's duty to maintain residency. Inferences from the policy suggest the institutional and student responsibilities listed below.

Duty of the Student to Maintain Utah Residency

Once the student successfully established residency in Utah under Regent policy the student may not establish residency in any other state. The student may leave the state for extended period of time for internships or summer vacations, but he or she must always intend to return to Utah. Loss of the intent to return should result in a loss of resident status.[35]

No Duty to Track

Once a nonresident student has successfully applied for residency, the institution has no duty to track, monitor, or confirm that a student has maintained residency.

Power of Reclassification

An institution has the authority to reclassify students as nonresident. The reclassification to nonresident status should be based on an inquiry into the facts, errors, or changes in facts. Error on the part of the institution does not bar reclassification.[36]

Reclassification by the Institution

An institution which discovers information suggesting that a student classified as a resident did not actually posses the necessary elements for residency or that the student has since reestablished residency elsewhere the institution may initiate an inquiry to reclassify the student as "nonresident."[37]

Loss of Residency Due to Fraud

A student who gives incorrect or misleading information with the purpose of evading payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.[38]

There may be a distinction between students who fraudulently apply for residency and those who through a genuine mistake provide incorrect information. Penalties for honest mistakes should be personalized to help the student without compromising the integrity of the process.

Readmission after Withdrawal

Generally students who have not attended a USHE institution in the past twelve months should be subject to a residency inquiry. The depth and scrutiny of the inquiry will depend on the circumstance of the student.

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[35] R512-3.1., 3.3.

[36] See R512-8.1.

[37] See R512-8.1.

[38] See R512-5.11.

Section 6: Exceptions – Residency Based on Special Circumstances

Regent policy R512-6 enumerates five exceptions to the traditional residency requirements.[39] These five exceptions are the following:

(1) Job corps students,

(2) Participation in Olympic Training Program,

(3) Membership in an American Indian tribe,

(4) Member of Utah National Guard, and

(5) Active duty armed forces personnel stationed in Utah.

It should be noted that these are public policy exceptions to the traditional requirements of residency. Without these specific exceptions the individuals listed below would have to fulfill the regular requirements for residency. As an exception, once the student no longer qualifies, the standard residency requirements apply in full force. Each of these exceptions is explained in further detail below.

Job Corps Students

A Job Corps student is eligible for resident status if the student fulfills the following two requirements:

(1) is admitted as a full-time, part-time, or summer-school student in a program of study leading to a degree or certificate; and

(2) submits verification that the student is a current Job Corps student.[40]

Upon the termination of Job Corps enrollment or participation the individual is no longer eligible for residency under this exception. The time spent residing in Utah during Job Corps enrollments, however, counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

Participation in Olympic Training Program

An athlete who resides in Utah to participate in a United States Olympic athlete training program at a facility in Utah approved by the governing body for the athlete's Olympic sport is immediately eligible for resident status.[41] The student must certify his or her participation in the Olympic training program. This may be done through the completion of an institutional certification form and a supporting letter from the United States Olympic Committee (USOC) verifying eligibility. The address of the USOC is the following:

Sports Performance Department - USOC
1 Olympic Plaza
Colorado Springs, CO 80909-5760

Upon the termination of the athlete's participation in such training program, the athlete loses residency under this exception. The student may establish residency under the regular conditions for

[39] See R512-6

[40] See R512-6.1.

[41] See R512-6.2.

residency. The time spent residing in Utah during the Olympic athlete training program counts toward the twelve-month waiting period required for Utah residency for tuition purposes.

Membership of an American Indian Tribe

An American Indian is eligible for resident student status if he or she fulfills one of two requirements.[42]

First, any American Indian who is listed on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah is eligible to attend a USHE institution as a resident.

Second, any American Indian who is a member of a federally recognized or known Utah tribe and has graduated from a Utah high school is eligible to attend a USHE institution as a resident.

According to the Tribal Leader's Directory published by the Department of the Interior Bureau of Indian Affairs there are six different tribes which have land in Utah.[43] These include the following:

(1) Confederated Tribes of the Goshute Reservation

(2) Navajo Nation (Dine')

(3) Northwestern Band of Shoshoni Nation of Utah (Washakie)

(4) Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes)

(5) Skull Valley Band of Goshute Indians of Utah

(6) Ute Indian Tribe of the Uintah & Ouray Reservation Ute Mountain Tribe of the Ute Mountain Reservation

In the past some USHE institutions have also awarded residency to Hopi, Zuni, and Shoshone-Bannock tribes. These tribes do not have reservations or trust land which lie within Utah. The Hopi reservation is wholly surrounded by the Navajo reservation and the Zuni tribe has a border contagious with the Navajo reservation. As the Navajo reservation does extent into Utah, these two tribes are considered to boarder Utah.

Member of Utah National Guard

A person is eligible for resident student status if the person completes the following:

(1) is admitted as a full-time, part-time, or summer-school student in a program of study leading to a degree or certificate; and

(2) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard.[44]

Upon the termination of Utah National Guard enlistment or duty the student is no longer eligible for the exception. Any time spent residing in Utah, does however, count toward the one-year waiting period required for residency.

A member of the Utah National Guard is considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

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[42] See R512-6.3.

[43] This directory is available online at: http://www.bia.gov/idc/groups/public/documents/text/idc002652.pdf. The pertinent tribes are listed in section 3 page 12.

[44] See R512-6.4.

After terminating membership in the Utah National Guard, active duty service outside the state of Utah does not disrupt continuous Utah residency under.

Active Duty United States Armed Forces Personnel Stationed in Utah

Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are eligible for resident student status for tuition purposes during the time they are stationed in Utah on active duty.

The student should certify his or her eligibility. This may be done through the completion of an institutional certification form and a providing a copy of the military orders assigning the military personnel to active duty in Utah.

Upon the termination of active duty status, the military personnel and their family members are no longer eligible for residency under this exception. Such students may qualify as residents under the regular provisions. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year waiting period required for Utah residency for tuition purposes.

SECTION 7: APPEALS

After the institution has made its determination regarding the application for reclassification, a student may appeal the institutional decision.[45]

Procedure

Each institution is responsible for providing a means for student appeals. The institutional procedures should fit local needs and abilities, but should adhere to the following seven guidelines:[46]

(1) Procedures for appeal shall be set out in writing by the institution and subject to approval by the Office of the Commissioner. Submissions for approval should be sent to the contact information at the beginning of this handbook.

(2) The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

(3) The student appealing the decision shall have the responsibility of providing evidence that proves that he or she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the decision-maker's rationale who previously ruled that the student was classified as a nonresident.

(4) Both the student and the administration's representative may be represented by counsel.

(5) Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

(6) It is not required that formal rules of evidence are followed; administrative hearing rules may be used.

(7) Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

Refund

A ruling favorable to the applicant is retroactive to the beginning of the academic period for which application for resident status was made, and requires a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

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[45] See R512-9.5.

[46] See R512-9.6

SECTION 8: FAQS

1. ***Question: If a person serves a two-year LDS mission in Utah and then opts to remain in Utah to attend a USHE institution, can he or she qualify as a resident student for tuition purposes?***

Answer: *Yes. If the person can show proper evidence of domiciliary intent that he or she moved to Utah as a non student for purposes other than attending a USHE institution. The case of LDS missionaries can be difficult because they generally do not change domicile during their service. Missionaries usually intend to return home upon completion of their mission and thus never have the requisite intent to establish domicile in Utah. However, a person seeking to maintain Utah residency after serving a two-year LDS mission in Utah may have established Utah residency. Such an individual must demonstrate domiciliary intent; i.e., an intent to reside permanently and primarily in Utah. In addition to the factors identified in R512-4.4, the missionary must demonstrate this intent by either staying in the state or returning to live in the state within thirty days of the mission release date.*

2. ***Question: How is residency status determined for dependents of retired persons who move to Utah and are not working in full-time permanent employment, but who can demonstrate the establishment of a permanent domicile in this state?***

Answer: *Retired persons who have moved to Utah for purposes other than to qualify the dependent children for resident status for tuition purposes and who have established Utah domicile are eligible to register as residents. Institutions should use the factors listed in R512-4.4. and 5.4. to determine domiciliary intent.*

3. ***Question: How is residency status determined if it appears that the sole purpose for employment in Utah is to obtain residency status for tuition purposes for the spouse?***

Answer: *Institutions have the authority to make this determination based on available evidence. Important factors to consider are included in R512-5.4 and 5.5. If the sole purpose for employment is to obtain residency, the student is subject to the twelve-month waiting period.*

4. ***Question: What about the student who comes to Utah in his/her senior year to complete high school and stays with a relative and applies to an institution before having resided in Utah for twelve months?***

Answer: *If the student would initially be classified as nonresident, the burden is on the student to show that the move to Utah was not for the purpose of attending a USHE institution. If the student cannot demonstrate a legitimate purpose under for moving to Utah R512-5, he or she must abide by the twelve-month waiting period. Time already spent in Utah does count towards the waiting period (if it has been continuous).*

5. ***Question: A minor moves to another state because a parent takes a new job. The student graduates from high school in the new state and then returns to Utah to attend a USHE institution and wants to reclaim Utah residency. Can this student obtain Utah residency if he or she has been absent from the state less than twelve months?***

Answer: No. The Family is now resident of another state and has enjoyed residency status for high school in that state. The student is presumed to have moved back to Utah for the purpose of attending a USHE institution.

This example differs from the Utah resident student who attended a USHE institution and left the state but did not establish residency elsewhere for tuition purposes, and then returns to Utah to complete further education. Much like the student living in Utah with a relative to complete the senior year, the minor student moving out of state with his or her parents would also have to demonstrate a legitimate purpose under R512-5 for moving back to Utah or he or she must abide by the twelve-month waiting period.

6. ***Question: If my parents or I work in Utah but live in another state, can I qualify for Utah residency?***

Answer: No. You must reside in Utah, regardless of where you or your parents work.

7. ***Question: If my family owns property and pays taxes in Utah but lives in another state, would I be considered a resident?***

Answer: No. Your principal residence must be in Utah, regardless of whether you or your family own property or pay taxes in Utah.

8. ***Question: A person supported by state social or rehabilitation services to attend a USHE institution is enrolled at a USHE institution and is therefore given residency status, but that support is withdrawn before the student has lived Utah for twelve months. If the student wishes to continue, can he/she continue as a resident student?***

Answer: No, unless the student has already been in the state for a continuous twelve months. Once the student is no longer in the qualifying circumstance he or she no longer qualifies as a resident. The time spent in Utah, however, does count towards the twelve-month waiting period. The student must seek resident status under section four of R512 or some other pertinent exception.

9. ***Question: Are students who receive child care or food stamp support from Utah agency automatically eligible to receive resident status for tuition purposes in USHE institutions?***

Answer: No. Receiving child care or food stamp support from a state agency is not the same as qualifying to receive state aid to attend a USHE institution. The student would qualify for residency under the regular provisions of Regent policy.

10. ***Question: May a person who graduated from an out-of-state high school and has never paid Utah taxes nor lived in Utah can achieve residency status merely by marrying a Utah resident?***

Answer: Yes. But he or she must demonstrate evidence of intent to establish a Utah domicile through the factors listed in 4.4. (See R512-5.3.).

11. ***Question: What about having a student sign an affidavit attesting to the information presented to document his or her status, domicile, moving to Utah for employment, or other evidence presented for rebuttal of nonresident presumptions?***

Answer: The Attorney General's Office advises that the following declaration be included in institutionally prepared ***Residency Application Forms*** *that students submit when applying for residency status:*

DECLARATION OF TRUE AND ACCURATE INFORMATION

"I, the undersigned, declare under penalty of perjury that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for residency tuition. I further

understand that if any of the above information is found to be false, I will be liable for payment of all nonresident charges from which I was exempted and may be subject to disciplinary action by the institution. I also understand that any material misstatement may be grounds for revoking my residency status and may subject me to criminal penalties pursuant to Utah Code Annotated Section 76-8-504 or other applicable provisions of the Utah Criminal Code."

12. ***Question: What about the "Dual Intent" provisions of H and L visas?***

Answer: Holders of H-1, H-4, L-1, and L-2 visas were given the ability to have "Dual Intent" in revisions made to the Immigration Act of 1990. Dual Intent is defined as the ability to process an application for immigrant status while not having intent to abandon a foreign residence, thus allowing the applicant to maintain the non-immigrant visa while applying for immigrant status. Therefore, with verification of an individual's H or L visa status and a statement of intent to establish permanent residency in the United States, the Immigration Act of 1990 can be used to allow H and L visa categories to be considered for residency for tuition purposes.

13. ***Question: If a student has not received a Notice of Action from the USCIS showing submission of form I485, can we use any other documentation for residency eligibility?***

Answer: They need to show documentation that Form I-485 has been received by USCIS. A cancelled check or money order showing it has been processed through the bank will suffice – usually a notation of what forms were sent is noted on the front of the check. Many times the student is working through a lawyer and verification may be obtained from the lawyer that the form and money has been sent to USCIS. An employment authorization document (EAD) card with the notation of 274A 12 C (09) also indicates that the person has applied for adjustment of status to lawful permanent resident.

14. ***Question: What about the granting of residency to undocumented immigrants based on the passage of Utah HB 144 that became effective July 1, 2002?***

Answer: The Board of Regents amended the Tuition Waiver Policy R513 on November 8, 2002, which exempts certain students, except specifically defined non-immigrant aliens under federal law, from paying the nonresident portion of total tuition of they meet specified requirements and have attended a Utah high school for three or more years and received a high school diploma or its equivalent in Utah. The passage of Utah HB 144 permits institutions to waive the non-resident tuition for these students, which is a valid benefit allowed under federal law according to a recent opinion of the Utah Attorney General's Office. Note that these students do not have Utah resident status, but may qualify for a waiver of the nonresident portion of tuition if they meet the requirements of R513-13.

15. ***Question: Is there a special status for students from the Federated States or Marshall Islands (Micronesians)?***

Answer: Yes. Such students enjoy a "special status" through which they are treated on the same basis for tuition purposes as U.S. residents from any other state—e.g., students coming to Utah from California, Colorado, Oregon, etc.

16. ***Question: Students with long-term ties to Utah who have not been absent more than twelve months but did not graduate from a Utah high school can they be considered residents under 4.5.2?***

Answer: Maybe. Section 4.5.2. provides an example of students who have Utah residency but leave for an extended period of time. The emphasis of the requirement should be on the second half of the section stating that the student must present "evidence . . . that the student has maintained or reestablished a Utah domicile." If the family does not intent to return to Utah, there should be a

strong presumption that the student also does not intent to reside in Utah. (See Question #4 and #5). Graduation from a Utah high school is evidence of long-term ties to the state, but it is not a requirement for residency.

17. ***Question: R512-4.4 requires that the student submit a Utah voter registration, a Utah driver's license or identification card, and a Utah vehicle registration all dated ninety days prior to the first day of class of the term for which the student is seeking resident status. Can open enrollment schools be more flexible in regards to when a student must present evidence of residency? Since open enrollment students can apply for admission, enroll, and begin classes within one day, the three month perquisite seems overly difficult.***

<u>Answer</u>*: Yes. If the student can demonstrate that he or she did not move to Utah for purpose of attending a USHE institution under R512-5, an open enrollment institution may accept these items with dates shorter than ninety days. If, however, the student cannot demonstrate an alternative reason for having moved to Utah other than to attend a USHE institution, the ninety-day requirement should remain and should be accomplished during the twelve-month waiting period.*

18. ***Question: Because a student may wish to begin classes as a resident before his or her parents have filed the tax return showing that they did not claim the student during the twelve-month waiting period, can an institution award residency upon an attestation by the parents that they will not claim the student on the tax return and subsequent verification once the taxes are filed?***

<u>Answer</u>*: This practice is permitted, but only with the utmost caution. Students have a full year to plan for the application of residency; the institution should encourage the student to plan with his or her parents to file their taxes prior to the application for admission.*

APPENDIX A: R512

THE STATE BOARD OF REGENTS

Policy & Procedure R512, Determination of Residency Status

R512-1. Purpose. To define "resident" student for purposes of tuition in the Utah System of Higher Education (USHE).

R512-2. References

3.1. Utah Code Ann. §53B-8-102, Definition of Resident Student

3.2. Utah Code Ann. §23-13-2, Definition of Domicile

3.3. Utah Code Ann. §31A-29-103, Definition of Domicile

3.4. Utah Code Ann. §41-1a-202, Definition of Domicile

3.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships

3.6. Policy and Procedure R510, Tuition and Fee Policy

3.7. Policy and Procedure R513, Tuition Waivers & Reductions

R512-3. Definitions

3.1 "Domicile": For purposes of this policy [R512], the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place

3.1.1. where an individual has a fixed permanent home and principal establishment;

3.1.2. to which the individual if absent, intends to return; and

3.1.3. in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.

3.2. "Parent": As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.

3.3. "Resident Student": An individual who

3.3.1 can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or

3.3.2 meets one or more of the other criteria defining "resident student" set forth in this policy.

R512-4.Resident Student Status—Waiting Period Required If Residence in Utah Was Established for Educational Reasons

4.1. Institutional Discretion to Set Policy for Resident Student Status

4.1.1. Policies for Students Enrolled in Credit-Bearing Degree Programs: Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 4.3.

4.1.2. Policies for Non-Credit Programs: Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

4.2. General Rule: A person who comes to Utah for the purpose of attending a USHE institution must satisfy one of the following criteria in order to be eligible for resident student status.

4.3. Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 continuous months) and Declaring Financial Independence: Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by

4.3.1. demonstrating by objective evidence that he or she has established domicile in Utah and maintained continuous Utah residency for one year (12 continuous months prior to the term for which residency is being sought) beginning July 1, 2007 or any date thereafter (an individual will not jeopardize his/her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period); and,

4.3.2. submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah.

4.4. Creating Utah Domicile: In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student tuition, USHE institutions will review all relevant documentation submitted by the student, and make the residency determination

based on the totality of the evidence. Students applying for resident student status are expected to submit as much of the following documentation as possible.

4.4.1. A Utah high school transcript issued in the previous year (12 months) confirming attendance at a Utah high school in the previous 12 months;

4.4.2. Utah voter registration dated at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.3. Utah driver license or identification card with an original date of issue or renewal date at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.4. Utah vehicle registration dated at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.5. Evidence of employment in Utah for at least three (3) months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.4.6. Proof of payment of Utah state income tax for the previous year;

4.4.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

4.4.8. Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;

4.5. Continuous Residency: Having established domicile in Utah as outlined in 4.3., an individual will not jeopardize his/her status as a "continuous" Utah resident solely by absence from the state. For example:

4.5.1. After establishing domicile, a student may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his/her absence from Utah.

4.5.2. A student with long term ties to Utah, who is 18 years of age or older, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has maintained or reestablished a Utah domicile.

4.6. Declaration of Financial Independence: In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

4.7. International Students without U.S. Residency Status: Aliens who are present in the U.S. on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified

as nonresident. Aliens who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

4.8. Exemption of Nonresident Tuition for Certain Foreign Nationals: A student shall be exempt from paying the nonresident portion of total tuition if the student

4.8.1. is a foreign national legally admitted to the United States;

4.8.2. attended a Utah high school in Utah for three or more years; and

4.8.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

R512-5.Resident Student Status Based on Evidence of Residence in Utah for Non-educational Reasons—No Waiting Period Required If Presumption of Nonresident Status Is Rebutted

5.1. Rebuttable Presumption of Nonresident Status: A person who enrolls as a postsecondary student at a USHE institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in R512-4, will ordinarily be deemed a nonresident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, but still satisfying the financial independence and domiciliary evidence set forth in R512-4, by submitting evidence of Utah residence arising from one or more of the following circumstances.

5.2. United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah: Personnel of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status, are immediately eligible, together with the immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

5.2.1. Prior Utah Residency: For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.

5.2.2. Immediate Family Member: For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

5.2.3. Residing With: For purposes of this section, an immediate family member will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.

5.3. Marriage to Utah Resident: A person who marries a Utah resident eligible to be a resident student under this policy and establishes his/her domicile in Utah as demonstrated by objective evidence as provided in 4.4 is immediately eligible to apply for resident student status.

5.4. Full-time, Permanent Employment in Utah: A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a nonresident classification as provided in subsection 5.1 of this policy by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as: (a) the person's employment and educational history; (b) the dates when Utah employment was first considered, offered, and accepted; (c) when the person moved to Utah; (d) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; (e) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah; (f) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and (g) any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

5.5. Spouse's or Parent's Full-time Work: A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.10 of this policy.

5.6. Parent Domiciled in Utah for at Least 12 Months: A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for immediate resident student status, upon submission of the documentation identified in section 4.4 of this policy demonstrating that the parent has established Utah domicile..

5.7. Extenuating Circumstances: A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his/her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status upon submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

5.7.1. the person's employment and educational history;

5.7.2. the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

5.7.3. when the person moved to Utah;

5.7.4. the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

5.7.5. whether the person applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;

5.7.6. evidence that the person is an independent person who is

5.7.6.1. at least 24 years of age; or

5.7.6.2. not claimed as a dependent on someone else's tax returns;

5.7.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

5.8. Receipt of State Social Services Benefits: A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution and demonstrates objective evidence of domiciliary intent as provided in 0 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.

5.9 Immigrant Placed in Utah as Political Refugee: An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.

5.10 Documentation Required to Rebut Presumption of Nonresident Status: The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution.

5.10.1. A statement from the student describing employment and expected sources of support;

5.10.2. A statement from the student's employer;

5.10.3. Supporting statements from persons who might be familiar with the family situation;

5.10.4. Birth certificate;

5.10.5. Marriage certificate;

5.10.6. Documentation of eligibility for state social or rehabilitation services;

5.10.7. Documentation of immigration status and placement as political refugee;

5.10.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

5.11. Penalties for Giving Incorrect or Misleading Information: A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

R512-6 Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances

6.1. Job Corps Students: A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

6.2. Participation in Olympic Training Program: An athlete who is in residence in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.

6.3. Membership of an American Indian Tribe

6.3.1. An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if he/she is

6.3.1.1. enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah; or

6.3.1.2. a member of a federally recognized or known Utah tribe and has graduated from a Utah high school.

6.3.2. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

6.4. Member of Utah National Guard: A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

6.4.1. A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

6.4.2. A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.

6.5 Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah: Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. Upon the termination of active duty status, the military personnel and their family members are governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

R512-7.Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition. The following students who attend a USHE institution may receive a waiver of nonresident tuition. However, these students may not use time spent in Utah as a student on any of these programs toward the waiting period required for resident tuition status.

7.1. Exemption of Nonresident Tuition as Athletic Scholarships: In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

7.2. Exemption of Nonresident Tuition Under Tuition Waiver Policy: A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).

7.3. Western Undergraduate Exchange (WUE) Students: A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state.

7.4. Western Regional graduate Program (WRGP): A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.

7.5. Professional Student Exchange/WICHE Students: A student attending a USHE institution under the Professional Student Exchange/WICHE Program is considered to be domiciled in his/her home state.

7.6. Exemption for Alumni Legacy Scholarships: The president of an institution may waive an amount up to the full nonresident portion of the tuition for alumni legacy nonresident scholarships. The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state and time spent in Utah on Legacy Scholarship cannot count towards the required twelve continuous months to attain Utah residency.

7.7. Dixie State College of Utah's Good Neighbor Students: DSC may waive an amount up to the nonresident portion of the tuition for residents of counties located within 70 miles of DSC's main campus. The students attending DSC under this scholarship are considered to be domiciled in his/her home state.

R512-8.General Provisions

8.1. Reclassification by the Institution: If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

8.2. Reciprocity: A determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless the student obtained residency under false pretenses, or the facts existing at the time of the granting of residency have significantly changed.

R512-9.Procedures for Determining Resident Status

9.1. Application Deadline: Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

9.2. Initial Classification: Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

9.3. Application for Reclassification: Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

9.4. Informal Discussion with Responsible Officer: If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

9.5. **Appeals**: An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

9.6. **Due Process**: In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed.

9.6.1. Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

9.6.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

9.6.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

9.6.4. Both the student and the administration's representative are entitled to representation by counsel.

9.6.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

9.6.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

9.6.7. Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

9.6.8. **Refund**: A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

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