

STATE BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY, OGDEN, UTAH
SHEPHERD UNION BUILDING
MAY 20, 2011

Agenda

7:30 – 9:00 a.m. BREAKFAST MEETING – STATE BOARD OF REGENTS, WSU BOARD OF TRUSTEES, PRESIDENT MILLNER, COMMISSIONER SEDERBURG
(Sky Room 404)

8:30 a.m. Continental Breakfast (Third Floor Mezzanine)

9:15 – 10:45 a.m. COMMITTEE OF THE WHOLE (Ballroom)

1. Appointment of Kirsten Schroeder as Board Secretary
2. Commissioner's Report
3. Review of One-time Expenditures
4. K-16 Alliance Update
5. UHEAA Financing: UBS Negotiations
6. Resolutions

Tab A

11:00 a.m. – 12:30 p.m. MEETINGS OF BOARD COMMITTEES

FINANCE/FACILITIES COMMITTEE
Regent Nolan E. Karras, Chair
Room 305

ACTION:

1. Capital Development Prioritization (CDP) Cycle, Adoption of Priority Guidelines
2. University of Utah – Approving Resolution, South Jordan Health Center Bond
3. University of Utah – Series 2008 Variable-Rate Hospital Revenue Bonds Refinance
4. Weber State University – Campus Master Plans Update
5. Weber State University – Non-State Funded Project (Swenson/Stromberg Complex Expansion)
6. Snow College – Student Housing Revenue Bond Approving Resolution)
7. Snow College – Property Purchase (Housing Project)
8. Snow College – Peer Institutions List
9. Utah State University – Real Property Acquisition, Moab
10. Proposed Revisions to Policy R513, *Tuition Waivers and Reductions*
11. Proposed Revisions to Policy R512, *Determination of Resident Status*
12. UHEAA – Proposed Revisions to Regents Policy R601, *Board of Directors of the Utah Higher Education Assistance Authority*

Tab B
Tab C
Tab D
Tab E
Tab F
Tab G
Tab H
Tab I
Tab J
Tab K
Tab L
Tab M

CONSENT:

13. Dixie State College – Property Purchases

Tab N

INFORMATION:

14. HB 427 – Higher Education Compensation Appropriation Reallocations
15. Health Plan Update

Tab O
Tab P

16. UTA Contract Negotiations
17. Capital Improvement Update
18. Paulien Facilities Space Study

Tab Q
Tab R
Tab S

PROGRAMS/PLANNING COMMITTEE

Regent John H. Zenger, Chair
Room 321

ACTION:

1. Utah State University, Weber State University, Southern Utah University, Snow College, Utah State University--College of Eastern Utah, Salt Lake Community College -- Associate of Applied Science Degree in General Technology Tab T
2. University of Utah -- Minor in Portuguese and Brazilian Studies Tab U
3. Utah State University -- Master of Science Degree in Economics and Statistics (MS-ES) Tab V
4. Southern Utah University-- Bachelor of Arts/Bachelor of Science Degrees in Philosophy Tab W
5. Southern Utah University -- Minor in Museum Studies Tab X
6. Southern Utah University -- Minor in Shakespeare Studies Tab Y
7. Southern Utah University -- Minor in Sustainability Studies Tab Z
8. Dixie State College -- Fast-Track Certificate of Completion in Computer Forensics Tab AA
9. New Emphases Tab BB
 - A. University of Utah --
 - i. Bachelor of Fine Arts in Theatre
 - a. Actor Training Program (ATP)
 - b. Performing Arts Design Program (PADP)
 - c. State Management
 - ii. Bachelor of Science Degree in Biology
 - a. Biochemistry
 - b. Cell and Molecular Biology
 - c. Environmental and Organismal Biology
 - d. No-Emphasis Option
 - iii. Bachelor of Science Degree in Special Education
 - a. Early Childhood Special Education
 - b. Hearing Impairments
 - c. Mild/Moderate Disabilities
 - d. Severe Disabilities
 - e. Visual Impairments
 - iv. Bachelor of Arts/Bachelor of Science Degree in Anthropology -- Health Emphasis
 - B. Southern Utah University -- Bachelor of Information Systems in Agriculture Science and Industry -- Range Management Emphasis
 - C. Utah Valley University
 - i. Bachelor of Fine Arts Degree
 - a.. Painting and Drawing
 - b. Sculpture and Ceramics
 - ii. Bachelor of Science Degree in Information Systems
 - a. Business Intelligence Systems
 - b. Health Care Information Systems
 - c. Geographic Information Systems
 - iii. Bachelor of Science Degree in Technology Management -- Construction Management Emphasis

INFORMATION:

- | | |
|--|--------|
| 10. Utah Valley University -- Three-Year Reports | Tab CC |
| A. Bachelor of Arts Degree in ASL and Deaf Studies Education | |
| B. Bachelor of Arts Degree in Deaf Studies | |
| C. Bachelor of Science Degree in Software Engineering | |
| 11. Outreach Update | Tab DD |
| 12. Early Awareness Guide | Tab EE |

12:30 – 1:30 p.m. LUNCH (Buffet on Third Floor Mezzanine, Eat in Ballroom C)

State of the University Report – President Millner (Sky Room 404)

1:30 – 3:00 p.m. COMMITTEE OF THE WHOLE
Ballroom

- | | |
|--|--------|
| 1. Amend October 2010 Minutes Previously Adopted | Tab FF |
| 2. Reports of Board Committees | |
| 3. General Consent Calendar | Tab GG |
| 4. Report of the Chair | |

3:00 – 4:00 p.m. CLOSED MEETING – STATE BOARD OF REGENTS
(Senate Room 320)

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.

May 19, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds

Issue

Board of Regents adoption of an approving resolution for the issuance of student loan revenue bonds is necessary to refund certain bonds that remain outstanding to more closely align the Board's borrowing costs with returns on its student loans.

Background

The student loan bonds outstanding which are the subject of this refunding are in auction rate modes and bank-held variable rate bonds which are not marketable in today's financial environment and are not expected to be marketable in the future.

The issuance of these bonds within a new stand alone trust was originally approved by the Board of Regents in the October 29, 2010 meeting. It was subsequently determined that it was advantageous to the Board to issue the proposed bonds within its existing 1993 Trust. This change in structure requires a new Approving Resolution.

The Student Finance Subcommittee will review this proposed bond issue.

Proposed Structure

	<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Interest Rate</u>	<u>Maturity</u>
Series 2011FF	AAA	\$ 425,000,000	Libor floating	11/01/51(*)

(*) It is estimated that the actual maturity dates will be significantly shorter.

Proposed Not To Exceed Parameters

	<u>Not To Exceed Parameter</u>	<u>Resolution Reference</u>
• Total Principal Amount	\$500,000,000	Section 5
• Interest	25.0%	Section 5
• Maximum Maturity	40 years	Section 5
• Underwriters Discount	.75%	Section 7

Basic Documents Requiring Approval

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will authorize the execution of the necessary documents and agreements and the issuance of student loan revenue bonds and/or notes pursuant to the 1993 Indenture of Trust and an Eighteenth Supplemental Indenture between the Board of Regents and Wells Fargo Bank, as trustee.

The Approving Resolution delegates authority to the Board's Chair, Vice Chair, and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the bond documents, consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements (see Resolution Sections 6 through 11).

UHEAA staff, Assistant Attorney General Tom Anderson, and Bond Counsel will be at the Board of Regents meeting on May 20 to answer questions.

Options Considered

The Student Finance Subcommittee, Program Officers, Financial Advisor, Underwriters, and Bond Counsel have reviewed and considered a wide range of financing facilities and structures. The interest earnings on the Board's student loan portfolio are primarily indexed to ninety day financial commercial paper, thus requiring the student loans to be financed with variable rate debt to minimize the interest rate risk to the Board. These Bonds are expected to be issued with an interest rate tied to LIBOR plus a spread.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution authorizing the issuance of the Series 2011FF Student Loan Revenue Bonds.

William A. Sederburg
Commissioner of Higher Education

Attachment
WAS/DAF/ROD

Ballard Spahr Draft: 5/18/2011
Salt Lake City, Utah

May 20, 2011

The State Board of Regents of the State of Utah met in special session (including by electronic means) at Weber State University in Ogden, Utah on May 20, 2011, commencing at ____ .m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Keith Buswell*	Member
Daniel W. Campbell	Member
France A. Davis	Member
Jim T. Evans*	Member
Katharine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Marlon O. Snow	Member
David Smith	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Kirsten Schroeder	Secretary

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 of student loan revenue bonds.

*Non-voting member

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE “BOARD”) AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$500,000,000; AUTHORIZING THE EXECUTION OF AN EIGHTEENTH SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS AS MAY BE REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the “Act”), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board has previously issued various series of its Student Loan Revenue Bonds pursuant to a General Indenture dated as of August 1, 1993 (the “General Indenture”) between the Board and Wells Fargo Bank, National Association, as trustee (the “Trustee”), and the First through Seventeenth Supplemental Indentures between the Board and the Trustee; and

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue additional student loan revenue bonds under the General Indenture by the execution and delivery of an Eighteenth Supplemental Indenture (the “Eighteenth Supplemental Indenture” and together with the General Indenture and the First through Seventeenth Supplemental Indentures described above, the “Indenture”) to be entered into between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah, Student Loan Revenue Bonds, Series 2011 (or such other or additional designation as appropriate officers of the Board may determine) (the “Series 2011 Bonds”) in an aggregate principal amount of not to exceed \$500,000,000; and

WHEREAS, the Board desires to use the proceeds of the Series 2011 Bonds to (i) refund certain outstanding bonds of the Board issued to finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii)

fund capitalized interest and any required deposit to debt service reserves and (iii) pay costs of issuance of the Series 2011 Bonds; and

WHEREAS, the Series 2011 Bonds and the Board's obligations under the Indenture 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 or constitute a charge against its general credit; and

WHEREAS, RBC Capital Markets, LLC, on behalf of itself and Merrill Lynch, Pierce, Fenner & Smith Incorporated and other co-managers (collectively, the "Underwriters"), has expressed interest in purchasing the Series 2011 Bonds, and there was before the Board at this meeting a Term Sheet prepared by the Underwriters (the "Term Sheet"), a form of the Bond Purchase Agreement to be entered into between the Board and the Underwriters (the "Bond Purchase Agreement"), a form of the Eighteenth Supplemental Indenture, and a form of the Preliminary Official Statement for use in marketing the Series 2011 Bonds (the "Preliminary Official Statement"); and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair, Vice Chair 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, redemption provisions, and purchase price at which the Series 2011 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2011 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 in substantially the form before the Board at this meeting in connection with the offering and sale of the Series 2011 Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver 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 before the Board at this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Eighteenth Supplemental Indenture, in substantially the form before the Board at this meeting, is in all respects authorized, approved and confirmed.

The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Eighteenth Supplemental Indenture in the form and with substantially the same content as that before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 5. For the purpose of providing funds to (i) refund certain outstanding bonds of the Board issued to finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii) fund capitalized interest and any required deposits to debt service reserves and (iii) pay costs of issuance of the Series 2011 Bonds, the Board hereby authorizes the issuance and sale of the Series 2011 Bonds in an aggregate principal amount of not to exceed \$500,000,000, which shall bear interest as provided in the Indenture and other documents and such rates shall not at any time exceed twenty-five percent (25%) per annum. The Series 2011 Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before 40 years from the date of issuance thereof. The issuance of the Series 2011 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The bonds refunded with the Series 2011 Bonds may be retired by redemption or purchase of such bonds, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee.

Section 6. The form, terms and provisions of the Series 2011 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 First through Eighteenth Supplemental Indentures. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Series 2011 Bonds and to deliver the Series 2011 Bonds to the Trustee for authentication. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2011 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2011 Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed three-quarters of one percent (0.75%) of the face amount of the Series 2011 Bonds, plus accrued interest, if any. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the form and with substantially the same content as that before the Board at this meeting for and on behalf of the Board with final terms as may be established for the Series 2011 Bonds and such alterations, changes or additions as may be authorized by Section 9 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair, Vice-Chair and/or Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase price (including sold at a premium or discount) with respect to the Series 2011 Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Eighteenth Supplemental Indenture 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 are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and 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, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2011 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to 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 or to the Term Sheet and the final agreement with the Underwriters and other participants, all within the parameters established herein.

Section 10. The appropriate officials of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. Upon their issuance, the Series 2011 Bonds and the obligations of the Board under the Indenture will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture and such Series 2011 Bonds. No provision of this Resolution, the Series 2011 Bonds, the Bond Purchase Agreement, the Term Sheet, the Indenture or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, 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.

Section 12. After any of the Series 2011 Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and

interest on the Series 2011 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 20TH DAY OF MAY, 2011.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

I, Kirsten Schroeder, 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 May 20, 2011 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 20th day of May, 2011.

Secretary

(SEAL)

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

I, Kirsten Schroeder, 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 May 20, 2011 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Exhibit A, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on May ____, 2011, at least 24 hours prior to the convening of such meeting; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) at least 24 hours prior to the convening of the meeting and (iii) provided on May ____, 2011, 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;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010-2011 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 Exhibit B) 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 the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Exhibit C). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2011.

Secretary

EXHIBIT A

Notice of Public Meeting

EXHIBIT B

Notice of Annual Meeting Schedule

EXHIBIT C

Electronic Meeting Policy

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: UHEAA Financing: UBS negotiations

Issue

Approval of student loan bond discount pricing and Release Agreement negotiated with UBS Securities, LLC.

Background

UHEAA staff recently completed negotiations with UBS, the Regents' largest student loan bond holder, and obtained preliminary pricing and terms which will provide an opportunity for the Board to redeem and refinance out of the unmarketable auction rate securities currently outstanding. Negotiations with UBS were conducted in consultation with and participation of the Board's financial advisor, bond counsel, and Assistant Attorney General. Savings to the Board are estimated to approximate \$34 million.

In order to move ahead in a timely manner with the UBS agreement and lock-in the agreed to pricing and related terms, it was necessary to seek Board of Regent approval on an accelerated schedule.

On April 29, 2011 the Board of Regents' Student Finance Subcommittee met and reviewed the negotiated discount pricing and Release Agreement with UHEAA staff, the Board's financial advisor, bond counsel and Assistant Attorney General Anderson and recommended approval by the Board of Regents.

On May 4, 2011 the Board of Regents' Executive Committee met and reviewed the proposed transaction and, upon recommendation of the Student Finance Subcommittee, approved the execution of the UBS Release Agreement and related discount bond pricing.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF/ROD

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Capital Development Prioritization - CDP Cycle—Adoption of Priority Guidelines

Issue

The new policy, R741, Capital Development Prioritization—CDP, adopted by the Regents last year for prioritization of USHE capital facilities needs, requires the Regents to establish priority guidelines to be used in each Capital Facilities Evaluation Cycle. The materials that follow are prepared for that purpose.

Background

The new policy was approved last year towards the end of the capital facilities evaluation cycle, making it impossible to establish the priority guidelines as Step 1 of the process as stipulated in the policy. That notwithstanding, guidelines for application of the newly instituted Regents Priority Points were presented to and adopted by the Board prior to their decision last year. This year provides the first opportunity for the Board to determine these guidelines as Step 1 of the process as directed by policy. In order to provide context for this task, the four steps of the policy are:

- Step 1 – Establishment of Priority Guidelines*
- Step 2 – Submission of Requests*
- Step 3 – Analysis and Scoring of Needs*
- Step 4 – Prioritization of Projects for Funding Consideration*

The purpose of this agenda item is to establish the priority guidelines stipulated in Step 1 that are designed to help institutions focus on the most pressing and critical needs of the system and to guide the subsequent use of the Regents' Priority Points in the final prioritization of the requested projects.

The attached proposed guidelines are based on the premise that a portion of the points should be structured to apply to predetermined goals and objectives (Guideline Based Points) and that a portion be reserved for Regents' application after careful and deliberate evaluation of the most urgent needs and most significant opportunities for moving the higher education system forward as a whole (Discretionary Points). The guidelines and recommended method for application of the Regents Priority Points are patterned after those used last year but have two modifications:

1. They are based on a recommended change in the policy pertaining to the number of points available for Regents use from 15 to 25. The relevant sections of the policy would be changed as follows:

3.4.1. Regents' Priority Points – *In addition to the "Scoring Points" of the projects, the Regents may award up to 25 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.*

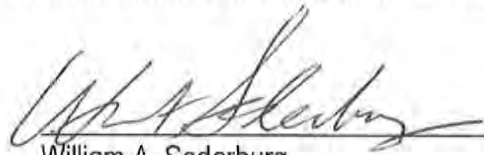
These points, ranging from 0-25, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These 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.

This recommended change is the result of the perception during last year's process that, while the concept used was sound, because of the significant heterogeneity of USHE and the issues involved, the number of "Discretionary Points" (5) retained by the Regents for discretionary use was not sufficient to allow their collective judgment to make a difference in the final prioritization of system needs. It is recommended, therefore, that the Guideline Based Points remain at a maximum of 10 points per project and that the Discretionary Points be increased from 5 to 15.

2. Last year's guidelines were silent in terms of the goals underlying the use of the Discretionary Points. This year's recommendation clearly states that the goals are "to position institutions to further develop and enhance their assigned missions and roles" and "to carefully evaluate projects in terms of how they respond to helping achieve the goals and recommendations of the HigherEdUtah 2020 Plan."

Commissioner's Recommendation

The Commissioner recommends that the proposed guidelines and procedures, including the recommended change in Board Policy R741, be adopted after careful deliberation and consideration by the Board.



William A. Sederburg
Commissioner of Higher Education

2011-12 USHE CDP GUIDELINES & PRIORITIZATION PROCESS

Application of Regents Priority Points

"Needs Analysis" - The "Needs Analysis" component of the CDP process using space standards and driven primarily by growth in enrollment and staffing remains in force as do consideration for serious facility condition and functional obsolescence needs, donated and/or other non-state provided funds, and/or critical infrastructure defects.

Regents Discretionary Points - After these issues have been dealt with in the scoring process, the Regents have a category of Regents Priority Points that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for the 2011-12 prioritization process are as follows:

Guideline Based Points

0-10 Points

Critical Programmatic and Infrastructure Needs 10 Points

- Imminent threats to daily operations and program delivery
- Extraordinary economic development/competitive opportunities
- Enhancement of critical programs (science, engineering, technology, etc.)

High Priority Issues

- Strategic Planning & Time-sensitive Issues
 - Branch and satellite campus development
 - Significant changes in role and mission
 - Mergers and Partnerships
 - Emerging time-sensitive opportunities
- Operational and Programmatic Efficiency
 - Sustainability (energy conservation and efficiency)
 - Operational Efficiency (optimization of O&M costs)
 - Innovative and cost effective delivery of academic programs
 - Improved space utilization
 - Eliminate functional obsolescence of equipment and space

5-8 Points

Fulfills a Non-Critical Need

3 Points

- Core programmatic enhancement
- Strengthen program deficiencies

Project Does Not Qualify for Regents' Priority Points

0 Points

Discretionary Points

15 Points

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). In addition, it is the intent of the Regents to carefully evaluate projects in terms of how they respond to helping achieve the goals and recommendations of the *HigherEdUtah 2020 Plan* (see attached).

Total Regents Discretionary Points

25 Points

USE OF REGENTS DISCRETIONARY POINTS IN PROJECT PRIORITIZATION

The assignment of the Regents Discretionary Points should be made after careful consideration of the relative importance and/or seriousness of the need for the projects as determined by the Regents. We recommend a tour of USHE campuses during the summer to enable the Regents to become more familiar with the pressing facilities needs of USHE institutions and to become focused on those that are most critical. The requested projects should also be looked at through the lens of how future facilities will respond to achievement of the goals of the HigherEd Utah 2020 Plan. The use of these points is purposefully intended to provide flexibility in responding to:

- Enrollment pressures
- Serious major non-building infrastructure deficiencies
- Condition of Facilities (including life safety as well as physical and functional obsolescence)
- Innovative and cost-effective approaches to the delivery of instruction
- Changes in role and mission of institutions
- Other evolving needs and opportunities

The following are specific goals and recommendations of the 2020 Plan that have facilities implications and will assist in the delivery of instructional programs in increasingly cost effective ways:

- Technology Enhanced Goals/Recommendations
 - Mixed Delivery Courses
 - ✓ Recommendation 27. Increase use of mixed delivery courses (internet combined with face-to-face faculty interaction) to make the best use of limited college and university classroom space.
 - ✓ Recommendation 41. Institutions should achieve better classroom utilization by developing mixed-delivery courses where students come to class fewer times each week.
 - Host Institutions for Statewide Online Course & Degree Offerings
 - ✓ Recommendation 37. USHE institutions, with state funding, should collaborate to expand online course and degree offerings that could be made available from a host institution at a low cost to the students. Partnering with other low-cost providers throughout the state should be considered with the goal of reducing the cost of a college degree. Emphasis should be placed on General Education and STEM related courses and on employing Essential Learning Outcomes. Emphasis could also be placed on career and technical education pathway courses needed to train students to fill jobs needed in key areas of the economy. Institutions should continue to encourage the use of open courseware assets and eBooks in these classes, as appropriate to the curriculum at the determination of faculty.
 - Strategic Technology Plan
 - ✓ Recommendation 44. Strategic plans should address how colleges and universities are using technology to improve student outcomes, decrease the cost of instruction, increase the efficiency of campus services and facilitate research and communication. Most administrative and student processes, operations, and services should be moved online with the help of increased technology investment through the Higher Education Technology Initiative.
- Delivery Sites
 - Land Banking for Future Branch/Satellite Campuses
 - ✓ Recommendation 31. Seek legislative approval of monies for land acquisition and buildings for branch campus development in underserved and high growth parts of the state, per a more detailed state plan approved by the Board of Regents. Land banking should be done in the near future to benefit from present land prices.
 - Community College Centers
 - ✓ Recommendation 32. Expand the number of students accessing community colleges through the creation of community colleges or community college centers (branches) within regional state universities in order to ensure state-wide coverage and public awareness of community college services...

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – South Jordan Health Center SJHC Revenue Bond Approval

Issue

The University of Utah has requested authorization to issue hospital revenue bonds in an amount not to exceed \$66 million plus costs of issuance, debt service, and capitalized interest for purchase of the South Jordan Health Center (SJHC) in South Jordan Utah.

Background

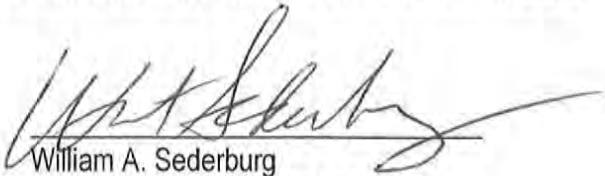
Approval to seek bonding authorization from the legislature for this facility was granted by the Board on October 29, 2010. It was subsequently authorized by the legislature in the 2011 general session. The facility is currently under construction, with a scheduled completion in January of 2012. The University has a lease/purchase contract on the facility and desires to exercise the purchase option because of the continuing favorable financial market conditions. With future interest rates projected to move higher during the remainder of 2011 and beyond, they are requesting authorization now to move forward with the issue, which could be as early as July, as determined by market conditions and projections. The following is a summary of the relevant parameters of the issue:

- An amount not to exceed \$74 million including costs of issuance, debt service, and capitalized interest
- Interest rate not to exceed 6.25% (maximum coupon)
- Final maturity not to exceed 27 years from date of issuance
- Optional Redemption – 101% within 11 years of issuance

Copies of the University's request, a Financial Summary, and the Approving Resolution are attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request to issue these bonds.



William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Office of the Vice President
For Administrative Services

April 26, 2011

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

Dear Greg:

The purpose of this letter is to inform you of one of two bond financing transactions that the University of Utah will be bringing before the Board of Regents for consideration at its May 20, 2011 meeting at Weber State University.

South Jordan Health Center. In the 2011 Session of the Utah State Legislature, bonding authorization was given to the Board of Regents to issue, on behalf of the University of Utah and its Hospitals and Clinics, up to \$66 million, plus costs of issuance, debt service reserve and capitalized interest, of Hospital Revenue Bonds for the acquisition of the South Jordan Health Center ("SJHC"), a 208,000-square foot facility to be located in the Daybreak Community in South Jordan, Utah. With these additional costs, the total financing should not exceed \$74 million.

While the current timetable calls for completion and acquisition of the SJHC in January 2012, with future interest rates projected to be moving higher during the remainder of 2011 and into the future, the University is desirous to move this financing forward immediately. It is our expectation that we could close this transaction by mid-to-late July 2011; however, having Regent approval now will give us flexibility should it be more appropriate to issue the bonds later in the year.

We ask that the transaction be placed on the Finance, Facilities and Accountability Committee's agenda for discussion and review. In connection with the bond financing, you will also be receiving a 'Financing Summary' prepared by Kelly Murdock, the University's Financial Advisor, which outlines the details of the proposed bond issue under consideration as well as applicable

University of Utah
201 South Presidents Circle, Room 209
Salt Lake City, Utah 84112-9012
Office Phone (801) 581-6404
Fax (801) 581-4972

legal documents and resolutions prepared by Ballard Spahr serving as Bond Counsel.

If you have any questions, please don't hesitate to call.

Sincerely,

Arnold B. Combe

Arnold B. Combe
Vice President

Cc: Gordon Crabtree
Kelly Murdock
Blake Wade
Ralph Hardy



\$74,000,000*
State Board of Regents of the State of Utah
University of Utah
Hospital Revenue Bonds
Series 2011A
(South Jordan Health Center Acquisition Project)

FINANCING SUMMARY

Purpose:	To finance the acquisition of the 'South Jordan Health Center' (the "Project") and to pay costs incident to the issuance of the Series 2006A Bonds.
Par Amount:	Not-to-exceed \$74,000,000*
Security:	The Series 2011A Bonds are payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.
Ratings:	'AA' (Standard & Poor's) and 'Aa2' (Moody's) by virtue of the State of Utah's moral obligation pledge for such bonds.
Method of Sale:	Public offering through negotiation with underwriter(s) to be determined at a later date.
Total Discount:	Not-to-exceed 2.00% (including Underwriter's Discount)
Sale Date:	TBD

Closing Date:	Mid to late July, 2011*
Interest Payment Dates:	August 1 st and February 1 st , commencing February 1, 2012.
Interest Basis:	30/360
Principal Payment Dates:	August 1, 2015 through August 1, 2036 (25-year amortization).
Maturity:	Not-to-exceed 27 years.
Redemption:	Not-to-exceed 11 years at 101% (10 years at 100% is anticipated).
University of Utah Contacts:	Gordon Crabtree (801-587-3572) 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 (801- 531-3031)
Underwriters/Disclosure Counsel:	TBD
Summary of Parameters:	
--Not-to-exceed par:	\$74,000,000
--Not-to-exceed final maturity:	27 years
--Optional Redemption:	11-years at 101%
--Not-to-exceed interest rate:	6.25% (maximum coupon)

**Preliminary, subject to change*

APPROVING RESOLUTION
UNIVERSITY OF UTAH
HOSPITAL REVENUE BONDS, SERIES 2011B

Ogden, Utah

May 20, 2011

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Weber State University, in Ogden, Utah on May 20, 2011, commencing at [10:00 a.m.] The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Keith Buswell*	Member
Daniel W. Campbell	Member
France A. Davis	Member
Jim T. Evans*	Member
Katharine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Marlon O. Snow	Member
David Smith	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

* Non-voting member from State Board of Education

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Hospital Revenue Bonds, Series 2011B .

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE BONDS, SERIES 2011B, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$74,000,000; AUTHORIZING THE EXECUTION OF A TENTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the "Act"); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the "Trustee"), as heretofore amended and supplemented (the "General Indenture"), the Board previously issued, for and on behalf of the University, various series of its University of Utah Hospital Revenue Bonds (collectively, the "Outstanding Bonds"); and

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

WHEREAS, pursuant to the Act and S.B. 5 ("S.B. 5") from the Utah Legislature's 2011 General Session (expected to be codified as Section 63B-20-102(7), Utah Code Annotated 1953, as amended), the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purposes of (i) financing the cost of acquiring the University of Utah South Jordan Health Center (the "Project"), (ii) funding any required deposit to a debt service reserve fund, and (iii) paying costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of its University of Utah Hospital Revenue Bonds, Series 2011B (or such other title and/or series designation(s) as may be determined by the officers of the Board) (respectively, the "Series 2011B Bonds") in an aggregate principal amount of not to exceed \$74,000,000, pursuant to the

General Indenture and a Tenth Supplemental Indenture of Trust between the Board and the Trustee (the "Tenth Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2011B Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriter for the Series 2011B Bonds (the "Underwriter") a form of a Preliminary Official Statement relating to the Series 2011B Bonds (the "Preliminary Official Statement"), and a form of the Tenth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2011B Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2011B 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 2011B Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Tenth Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Tenth Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing the costs of the Project, (ii) funding any required deposit to a debt service reserve fund, and (iii) paying costs of issuance of the Series 2011B Bonds, the Board hereby authorizes the issuance of the Series 2011B Bonds in the aggregate principal amount of not to exceed \$74,000,000. The Series 2011B Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2011B Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2011B Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2011B Bonds and to deliver the Series 2011B Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2011B 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 2011B Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2011B Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed 1% of the face amount of the Series 2011B Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2011B Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the

Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2011B Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Tenth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Tenth Supplemental Indenture, the Series 2011B Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

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

Section 11. Upon their issuance, the Series 2011B 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 2011B Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2011B Bonds, shall be

construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2011B Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2011B Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 20TH DAY OF MAY, 2011.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

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 May 20, 2011 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 20th day of May, 2011.

Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 20, 2011 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on May __, 2011, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on May __, 2011, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2011 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on _____; (ii) provided on _____, to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents, and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year.

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of

Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2011.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2011B BONDS

Principal amount not to exceed	\$74,000,000
Interest rate not to exceed	6.25%
Discount from par not to exceed	2.0%
Final maturity not to exceed	27 years from date of issuance
Optional redemption not to exceed	101% of par within 11 years of issuance

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah –Series 2008 Variable-rate Hospital Revenue Bonds Refinance

Issue

The University of Utah has requested Regents' authorization to refinance variable-rate Hospital Bonds that were issued in 2008 and were previously authorized to be refinanced with a publically traded fixed-rate issue. The proposed refinance is a bank's fixed-rate offer resulting from a Request for Bids and will result in a borrowing rate that will be lower than that of a publicly offered fixed rate bond.

Background

The Regents authorized the University to refinance these variable-rate bonds on October 29, 2009, but before they could bring the transaction to market, interest rates spiked and the value of the transaction was significantly reduced. As a result, the University decided to keep the variable-rate bonds with an extension of the Bonds' letter of credit that will come due later this year. The University recently sent out a Request for Bids to several banks to determine if there was interest in providing credit or liquidity support. Several bids were received, including an offer from JP Morgan Chase bank, N.A. to purchase the bonds at a fixed rate for a ten-year period.

After analyzing the options, risks and costs, the University has decided to accept this fixed-rate offer, pending approval from the Board. In addition to resulting in a borrowing rate that is lower than that of a publicly offered fixed-rate bond, this transaction will eliminate the variety of risks associated with variable-rate debt. The attached Amendatory Resolution is needed to clarify that the bonds are being sold by private placement and to make other needed revisions.

The following is a summary of the relevant parameters of the issue:

- An amount not to exceed \$20,500,000
- Interest rate of 3.89% (indicative rate as of April 22, 2011)
- Final maturity not to exceed 16 years from date of issuance
- Method of Sale – Private Placement with JPMorgan Chase Bank, N.A.

Copies of the University's request, a Financial Summary, and an Amendatory Resolution (amending the Regents' Authorizing Resolution adopted last year) are attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request to refinance these variable-rate bonds.

A handwritten signature in black ink, appearing to read "William A. Sederburg", written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



\$20,500,000*
State Board of Regents of the State of Utah
University of Utah
Hospital Revenue Refunding Bonds
Series 2011A
(Refunding of Series 2008 Variable-Rate Hospital Revenue
Refunding Bonds)

FINANCING SUMMARY

Purpose:	To receive approval from the Regents to allow the University to refund \$19,575,000 of Variable-Rate Hospital Revenue Refunding Bonds, Series 2008, to fixed-rate bonds through a private placement with JPMorgan Chase Bank, N.A.
Par Amount:	\$20,500,000* (not-to-exceed)
Security:	The Series 2011A Bonds will be secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.
Ratings:	No ratings will be applied for.
Method of Sale:	Private placement with JPMorgan Chase Bank, N.A.
Pricing Date:	May 20, 2011
Closing Date:	May 24, 2011
Interest Payment Dates:	February 1 and August 1, beginning August 1, 2012
Interest Basis:	30/360
Principal Payment Dates:	August 1
Interest Rate:	3.89%* (indicative rate as of April 22, 2011)

Maturity:	Not-to-exceed 16-years from date of issuance
Redemption:	TBD
Contacts:	
University of Utah:	Gordon Crabtree (801-581-7164) Arnold B. Combe (801-581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Securities (801-246-1732)
Bond/Disclosure Counsel:	Blake Wade, Ballard Spahr LLP (801-531-3031)

*Preliminary, subject to change

UNIVERSITY OF UTAH HOSPITAL
REVENUE REFUNDING BONDS, SERIES 2011A

Ogden, Utah

May 20, 2011

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Weber State University, in Ogden, Utah on May 20, 2011, commencing at [9:00] a.m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Keith Buswell*	Member
Daniel W. Campbell	Member
France A. Davis	Member
Jim T. Evans*	Member
Katharine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Marlon O. Snow	Member
David Smith	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Kirsten Schroeder	Secretary

*Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of certain amendments related to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Hospital Revenue Refunding Bonds, Series 2011A.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

AMENDING A RESOLUTION AUTHORIZING THE UNIVERSITY OF UTAH HOSPITAL REVENUE REFUNDING BONDS, SERIES 2011A.

WHEREAS, on October 29, 2010, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Authorizing Resolution") authorizing the issuance and sale of its University of Utah Hospital Revenue Refunding Bonds, Series 2010B (or such other designation as determined by staff, herein referred to as the "Series 2011A Bonds") to refund certain bonds of the Board (the "Refunded Bonds"); and

WHEREAS, the Authorizing Resolution contemplated a public offering of the Series 2011A Bonds; and

WHEREAS, since the adoption of the Authorizing Resolution, the Board has received an offer from JPMorgan Chase Bank, N.A. (the "Purchaser") to privately purchase the Series 2011A Bonds, which offer is within the Parameters established in the Authorizing Resolution (except as noted herein with respect to redemption); and

WHEREAS, the Board desires to amend the Authorizing Resolution, and certain of the documents approved thereby, in order to provide for the private sale of the Series 2011A Bonds to the Purchaser; and

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 of Utah and the officers of the Board or the University of Utah directed toward the issuance of the Series 2011A Bonds and the refunding of the Refunded Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby amends the Authorizing Resolution to allow for the private sale of the Series 2011A Bonds to the Purchaser within the Parameters established in the Authorizing Resolution, provided that the Series 2011A Bonds may be issued without an optional redemption right notwithstanding the Parameters to the contrary.

Section 4. The Board hereby authorizes and approves the form of the Supplemental Indenture and the Bond Purchase Agreement (previously approved by the Authorizing Resolution and revised to reflect a private sale of the Series 2011A Bonds to the Purchaser), subject to completion and revision as authorized by the Authorizing Resolution.

Section 5. Save and except as amended hereby, the Authorizing Resolution is hereby ratified and confirmed.

Section 6. 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 7. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 20TH DAY OF MAY, 2011.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

I, Kirsten Schroeder, 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 May 20, 2011 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 20th day of May, 2011.

Secretary

(SEAL)

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

I, Kirsten Schroeder, 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 May 20, 2011 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on May ____, 2011, at least 24 hours prior to the convening of such meeting; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah>) at least 24 hours prior to the convening of the meeting and (iii) provided on May ____, 2011, 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;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010-2011 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 the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2011.

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2011B BONDS

This resolution amends a resolution the Regent's adopted in October of last year. This amendment to that resolution makes it clear that the Bonds (now referred to as 2011A) can be sold in a private placement and made non-callable.

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Weber State University Campus Master Plan Update

Issue

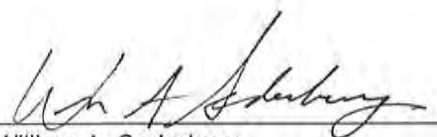
In compliance with Regents' policy, Weber State University has requested approval of its updated Campus Master Plans that were last approved on May 29, 2009.

Background

As required by Regent Policy, WSU recently conducted a public open house where the Ogden and Davis Campuses master plans were presented to neighbors of the University. Relevant comments resulting from this open house will be discussed with the Regents at the meeting. A copy of the letter from WSU and maps showing the footprints of the two campuses are attached for your information. Details about changes that have been made since 2009 and proposed changes to the plans also will be presented at the meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Weber State University updated Campus Master Plans.



William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

April 29, 2011

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

Dear Commissioner Sederburg:

Please find attached current campus master plans for WSU's Ogden and Davis Campuses. I ask that you submit them to the Board of Regents for consideration and adoption at their May 2011 meeting.

The Ogden Campus mater plan was originally adopted in 2002, but has been updated several times since then for completed and planned construction projects. The Davis Campus master plan dates back to 2001 and has also been updated to include the recently approved Professional Programs and Classroom Building recently funded by the Utah Legislature.

As required by Regent Policy, we recently conducted a public open house where both master plans were presented to neighbors of the University. WSU staff will be prepared to convey any relevant comments coming from the open house as well as discuss any additions to the master plans that have occurred since the Regents' last visit to campus in 2009.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

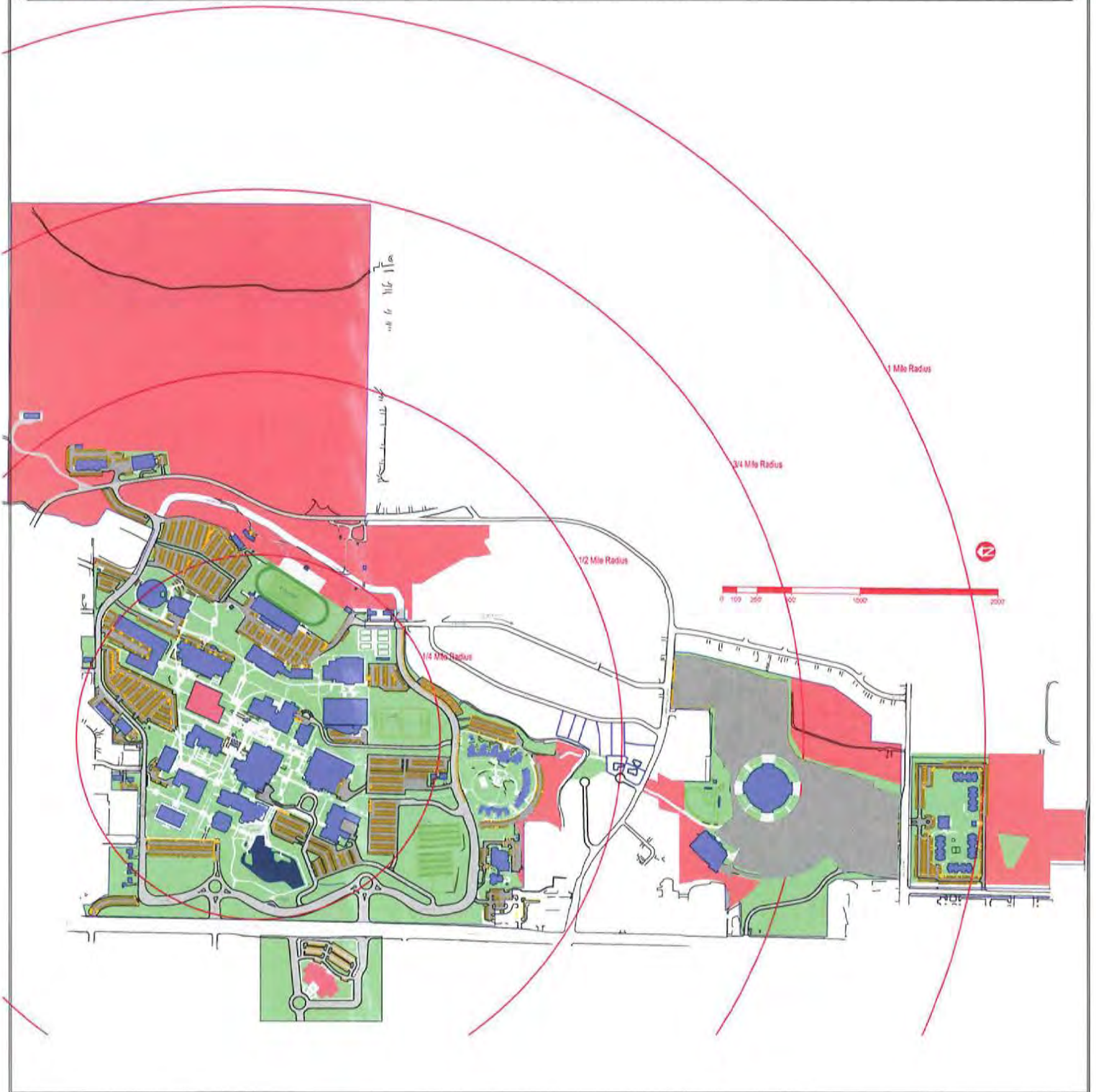
Dr. Norm Tarbox
Vice President for Administrative Services



Weber State University

Ogden Campus

Ogden Campus Master Plan Revised in 2011





Weber State University

Davis Campus Master Plan

2001 Davis Campus Master Plan Revised in 2009



May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Weber State University – Swenson/Stromberg Complex Expansion

Issue

Weber State University (WSU) has requested authorization to proceed with design work on a 29,000 square foot expansion to the University's Swenson/Stromberg complex, as well as with approval to subsequently seek legislative authorization to issue up to \$8 million in revenue bonds to finance construction of the project.

Background

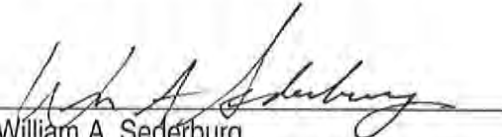
The proposed expansion to the existing 176,000 square foot facility will add much needed space for the campus recreation programs. Growth in these and other programs and resulting demand on the existing complex has resulted in significant congestion and overutilization of these facilities, resulting in the displacement and/or closure of campus recreation programs.

Financing for design and construction of this expansion will come primarily from revenue bonds that will be serviced by student fees. However, this will not require an increase in the current level of student fees since the final payment on an existing student-fee financed bond will be made in 2011. The funding stream that serviced those bonds will support the new bond issuance for the proposed facility. Since the proposed addition will be dedicated to the campus recreation, the relevant O&M costs will also be met from existing student fee revenue and no request for state-funded O&M will be made. The University also anticipates that some level of private donations will defray part of the cost of the facility.

A copy of the letter requesting this authorization, that provides additional information about the need for this project, is attached for your information. In addition, officials from the University will be in attendance at the meeting to respond to any questions you might have.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize the University to proceed with design work on this project and approve a request for legislative bonding authorization at the appropriate time.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

April 29, 2011

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

Dear Commissioner Sederburg:

WSU requests authorization to proceed with design work on a 29,000 square foot expansion to the university's Swenson/Stromberg complex. In addition, we seek authorization to issue up to \$8 million in revenue bonds to finance construction of this project.

The Swenson/Stromberg Complex is a 176,000 gross square foot facility that is home to WSU's academic department Health Promotion and Human Performance, as well as numerous campus clubs, athletic teams, and campus recreation programs. The multi-use nature of the facility has benefitted the university tremendously over the years. However, growth in these programs, and the associated demand on the complex, has resulted in dramatic congestion and overutilization of these facilities in recent years. Much of WSU's campus recreation function--which was originally housed in the facility--has since been displaced or disbanded as a result of the growing demand on the complex.

The project proposed here would add 29,000 gross square feet to the Swenson/Stromberg complex at a cost of approximately \$8 million. While other universities of WSU's size and type have committed much more funding for a free-standing campus recreation facility, we feel this relatively modest investment to an existing shared facility can serve the needs of WSU for many years to come.


Financing for design and construction will come primarily from revenue bonds to be serviced by student fees. No student fee increase will be needed for this project. In 2011, the final payment on a previously issued student fee bond will be made, and the fee-stream that serviced those bonds can now support an new debt issuance. In addition, it is anticipated that donations to the university will help defray the cost of this project.

Since the proposed addition will be dedicated to our campus recreation programs, it will not be eligible for state-funded O&M. Accommodations have also been made to cover these O&M needs from existing student fees.

Authority to move forward is sought at this time in an effort to queue-up this project with the Davis Campus Professional Programs and Classroom Building project. Revenue Bonds will be needed for a portion of that project as well. It is the University's desire to issue bonds for both projects simultaneously. Ideally, construction would begin on both projects in the Spring of 2012. Bonds for both project would be issued at that same time.

Please place this item on the Regents May 2011 agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox', with a long horizontal flourish extending to the right.

Dr. Norm Tarbox
Vice President for Administrative Services

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Snow College – Student Housing Revenue Bond Approving Resolution

Issue

Snow College has requested approval of the Authorizing Resolution to issue revenue bonds for their new student housing project.

Background

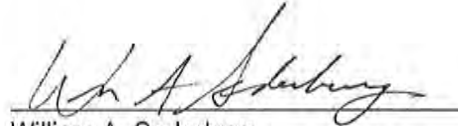
In August of 2010 the Regents approved the Snow College request to proceed with planning and to seek legislative authorization to issue a revenue bond of \$15,689,000 plus costs of issuance, capitalized interest, and any debt service requirement for construction of a new student housing project. The legislature subsequently authorized the bonding and the College is now ready to issue the bonds to enable them to begin construction this summer. The project includes razing a 55 year old former dormitory building that is outdated and in very poor condition. The project will result in an increase in beds of 384 to 400. The following is a summary of the relevant parameters of the issue:

- An amount not to exceed ~~\$15,689,000~~ **\$18** million including costs of issuance, capitalized interest, and debt service requirements.
- Interest rate not to exceed 5.5%
- Final maturity not to exceed 30 years from date of issuance
- Aggregate discount not to exceed 2%
- Underwriter's discount not to exceed 2%
- Callable in 10 years at par

Copies of the College's request, a Financial Summary, and an Approving Resolution are attached for you information. Representatives from the College, the College's Bond Counsel, and the College's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Approving Resolution as requested to enable the College to issue the bonds.

A handwritten signature in black ink, appearing to read "William A. Sederburg", written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Greg Stauffer, Associate Commissioner of Finance and Facilities
Utah System of Higher Education
State Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101

April 29, 2011

RE: Agenda Items – May 20, 2011 Board of Regents Meeting

Dear Commissioner Stauffer,

For the past year Snow College has made presentations to the Board of Regents, State Building Board, and the State Legislature regarding a non-state funded request to build new dorms on the Ephraim campus. This letter is a request for the final two approvals necessary for the project to proceed. Would you please place the following items on the May 20, 2011, Board of Regents agenda.

- I. Purchase of Land. The new dorm building will be constructed on land currently owned by the College on the block north of the Noyes Building. Existing parking within this block is insufficient to accommodate the 400 new beds anticipated with this project. The College has negotiated the purchase of three properties on this block which are contiguous to campus and each other. The following is a summary of the homes we request approval to purchase.

- a. 147 North 200 East \$145,000
- b. 157 North 200 East \$150,000*
- c. 177 North 200 East \$168,000
- d. Danish Fields lot #40 \$ 20,000 (To be transferred to the sellers of 177 N 200 E as part of a negotiated agreement)

* This property purchase exceeds the appraised value of \$138,000 and requires an exception to policy R710.4.5.4.1 which states, "the purchase price cannot exceed the MLS appraised value." Quasi-endowment funds identified to match donations for the dorm project will be used to pay the \$12,000 above appraised value and to purchase the Danish Fields lot at \$20,000. Plant funds set aside for capital projects will be used to pay the appraised value of the remaining properties.

- II. Bond Issuance. We request approval to sell *Student Fee and Housing System Revenue Bonds, Series 2011* in the amount of \$15,689,000 together with other amounts necessary to pay costs of issuance, capitalized interest, and fund any debt service reserve requirements. Legislative authorization was granted during the 2011 General Session in Senate Bill 5, *Revenue Bond and Capital Facilities Authorizations*. Zions Bank Public Finance will provide the necessary documents outlining the details of the bond issue.

Office of the Vice President for Finance and Administrative Services
150 East College Avenue • Box 1027 • Ephraim, Utah 84627
(435) 283-7200 • Fax (435) 283-7014

The Snow College Board of Trustees officially approved both the purchase of land as outlined and the issuance of revenue bonds to finance the dorm project at their April 29, 2011 meeting.

We appreciate your favorable consideration of these matters and look forward to presenting additional information at the May 20th meeting.

Regards,

A handwritten signature in black ink, appearing to read 'Marvin', written in a cursive style.

Marvin L. Dodge
Vice President

Snow College
Student Fee and Housing System Revenue Bonds, Series 2011
Preliminary Summary Sheet

Proposed Issue: Housing and Student Fee Revenue Bonds, Series 2010

Total Approximate Issue Size: \$16,700,000

Use of Funds: To construct a 370-400-bed student housing facility in Ephraim, Utah; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2011 Bonds:

Principal Amount: Not to exceed \$18,000,000

Interest Rate: Not to exceed 5.5%

Maturity Date: Not to exceed 30 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA+ from S&P (insured by Assured Guaranty)

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Housing Revenues, Student Fees, other Revenues

Call Features: Callable in 10 years at par

Bond/Disclosure Counsel: Chapman and Cutler LLC

Trustee/Paying Agent: Zions Bank Corporate Trust

Timetable Considerations: Following the receipt of authorization from the Regents at the May 20, 2011 meeting, the College anticipates selling bonds via a competitive sale on June 9, and closing the transaction on June 23.

The State Board of Regents of the State of Utah (the "*Board*") met in regular session at Weber State University, _____[address]_____, on May 20, 2011, commencing at ____ [a.m./p.m.] The following members of the Board were present:

Chair

Vice Chair

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member.

ABSENT:

ALSO PRESENT:

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, Snow College Student Fee and Housing 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 SNOW COLLEGE STUDENT FEE AND HOUSING SYSTEM REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$18,000,000; AUTHORIZING THE EXECUTION OF A GENERAL INDENTURE OF TRUST AND A FIRST 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 Snow College (the "*College*") 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 College, authorized to issue bonds payable from a special fund into which the revenues of the College may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-20-102, Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the College, other than appropriations by the Utah Legislature, to provide up to \$15,689,000 to finance the cost of construction of student housing with up to 93,000 square feet (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, Snow College Student Fee and Housing System Revenue Bonds" (the "*Bonds*") for the purpose of financing, together with any available funds of the College to be used for such purpose, the cost of the Project, paying 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 \$18,000,000 and will be issued pursuant to the General Indenture of Trust dated as of June 1, 2011 (the "*General Indenture*"), as supplemented by a First Supplemental Indenture of Trust (the "*First Supplemental Indenture*" and, together with the General Indenture, the "*Indenture*"), each by and between the Board, acting for and on behalf of the College, and Zions First National Bank, 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 College or constitute a charge against the general credit of the State of Utah, the Board or the College;

WHEREAS, expenditures relating to the Project (the "*Expenditures*") have been paid from the College's general fund (the "*Fund*") within 60 days prior to the passage of this resolution (the "*Resolution*") or (ii) may be paid from the Fund on or after the passage of this Resolution and prior to the issuance of the Bonds;

WHEREAS, there has been presented to the Board at this meeting forms of the General Indenture and the First 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 College 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 substantially the form and with substantially the content as presented to the Board at this meeting, with such changes as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President of Finance and Administrative Services of the College. The Chair or Vice Chair of the Board or the President or Vice President of Finance and Administrative Services of the College 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 of Finance and Administrative Services of the College are hereby authorized to execute and deliver on behalf of the Board and the College 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 General Indenture and the First Supplemental Indenture, in substantially the forms presented to the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President of Finance and Administrative Services of the College are hereby authorized to execute and deliver the General Indenture and the First Supplemental Indenture, in the forms and with substantially the same content as presented to this meeting, for and on behalf of the Board and the College with such alterations, changes or additions as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President of Finance and Administrative Services of the College, subject 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 College's Ephraim campus, which improvements will constitute a Project and part of the Student Housing System under the General Indenture, (ii) providing capitalized interest on the Bonds, (iii) funding 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 \$18,000,000. 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 of Finance and Administrative Services of the College 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 College 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 of Finance and Administrative Services of the College) is hereby authorized to specify and agree as to (i) the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the College by the execution of the Indenture, (ii) such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter and execute the same and (iii) any changes to the General Indenture and the First 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 College, 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 of Finance and Administrative Services of the College, 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 College, 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 of Finance and Administrative Services of the College, are authorized to make any alterations, changes or additions to the General Indenture, the First 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, or 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 College, 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 of Finance and Administrative Services of the College, are hereby authorized and directed to accept a commitment for, and agree to the terms of, a Security Instrument or other credit enhancement and/or a Reserve Instrument, that such officer or officers determine to be in the best interests of the Board and the College, execute and deliver for and on behalf of the Board and the College any or all additional agreements, 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 College, 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 College, the State of Utah or any political subdivision thereof.

Section 12. Reimbursement Intent. In satisfaction of certain requirements under the Internal Revenue Code of 1986, the District reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than \$18,000,000.

Section 13. 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 irrevocable 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 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 20th day of May, 2011.

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 May 20, 2011 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 20th day of May, 2011.

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 May 20, 2011 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 May __, 2011, 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 May __, 2011 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 May __, 2011 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 2011 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 2011 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 2011 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 20th day of May, 2011.

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$18,000,000.
TERM:	Not to exceed 30 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 5.50% per annum.
REDEMPTION FEATURES:	Optional call at not more than 101% of par within 10.5 years of issuance.
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]

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Snow College – Property Purchases for the Student Housing Project

Issue

Snow College is in the process of purchasing three residential properties that are contiguous to the campus property where the new student housing project will be built. Acquiring these properties is essential to provide the needed parking to accommodate the 400 new beds to be added with the housing project. While one of the properties meets the criteria that would allow the purchase to be made with Board of Trustee approval, the other two have elements that require Regents' approval. As a result, all three properties are included in this request for approval.

Background

Of the two properties that require Board approval, one is priced at \$12,000 over the appraised value, and the other has a requirement that the College purchase a building lot for the current owners as part of the package. The following summarizes the properties to be purchased:

<u>Address</u>	<u>Purchase Price</u>	<u>Appraised Value</u>	<u>Difference</u>
147 North 200 East	\$145,000	\$146,000	\$(1,000)
157 North 200 East	150,000	138,000	12,000
177 North 200 East	168,000	168,000	
Lot 40 Danish Fields	20,000	N/A	20,000

The purchase of Lot 40, Danish Fields, is part of the agreement to purchase the home at 177 North 200 East. The College was able to negotiate a discounted price for the lot (from \$24,000 to \$20,000) and will transfer the lot to the current owners as part of purchasing their home. The amount of \$12,000 over the appraised value for the property at 157 North 200 East and the \$20,000 price of the lot will be paid with a combination of donated funds for the housing project matched by an allocation from a College quasi-endowment account. Institutional plant funds set aside for capital projects will be used to pay the appraised value costs of the properties.

A copy of the letter requesting approval of this purchase is attached and copies of the licensed appraisals are on file in the Office of the Commissioner. Representatives from the College will be in attendance to respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends approval of this property purchase with the understanding that the amount over the appraised value be paid from donated funds.

A handwritten signature in black ink, appearing to read "W. A. Sederburg", written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Greg Stauffer, Associate Commissioner of Finance and Facilities
Utah System of Higher Education
State Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101

April 29, 2011

RE: Agenda Items – May 20, 2011 Board of Regents Meeting

Dear Commissioner Stauffer,

For the past year Snow College has made presentations to the Board of Regents, State Building Board, and the State Legislature regarding a non-state funded request to build new dorms on the Ephraim campus. This letter is a request for the final two approvals necessary for the project to proceed. Would you please place the following items on the May 20, 2011, Board of Regents agenda.

- I. Purchase of Land. The new dorm building will be constructed on land currently owned by the College on the block north of the Noyes Building. Existing parking within this block is insufficient to accommodate the 400 new beds anticipated with this project. The College has negotiated the purchase of three properties on this block which are contiguous to campus and each other. The following is a summary of the homes we request approval to purchase.

- a. 147 North 200 East \$145,000
- b. 157 North 200 East \$150,000*
- c. 177 North 200 East \$168,000
- d. Danish Fields lot #40 \$ 20,000 (To be transferred to the sellers of 177 N 200 E as part of a negotiated agreement)

* This property purchase exceeds the appraised value of \$138,000 and requires an exception to policy R710.4.5.4.1 which states, "the purchase price cannot exceed the MLS appraised value." Quasi-endowment funds identified to match donations for the dorm project will be used to pay the \$12,000 above appraised value and to purchase the Danish Fields lot at \$20,000. Plant funds set aside for capital projects will be used to pay the appraised value of the remaining properties.

- II. Bond Issuance. We request approval to sell *Student Fee and Housing System Revenue Bonds, Series 2011* in the amount of \$15,689,000 together with other amounts necessary to pay costs of issuance, capitalized interest, and fund any debt service reserve requirements. Legislative authorization was granted during the 2011 General Session in Senate Bill 5, *Revenue Bond and Capital Facilities Authorizations*. Zions Bank Public Finance will provide the necessary documents outlining the details of the bond issue.

Office of the Vice President for Finance and Administrative Services
150 East College Avenue • Box 1027 • Ephraim, Utah 84627
(435) 283-7200 • Fax (435) 283-7014

The Snow College Board of Trustees officially approved both the purchase of land as outlined and the issuance of revenue bonds to finance the dorm project at their April 29, 2011 meeting.

We appreciate your favorable consideration of these matters and look forward to presenting additional information at the May 20th meeting.

Regards,

A handwritten signature in black ink, appearing to read 'Marvin', written in a cursive style.

Marvin L. Dodge
Vice President

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A Sederburg
SUBJECT: Peer Institutions List: Snow College

Background

The Commissioner's Office continues to move through the process of working with USHE campuses to update their lists of peer institutions. Most recently, work has been completed on an updated list of peers for Snow College. The recommended list accompanies this item.

Formally approved peer lists are used for various financial and statistical comparisons (Tab M of the annual Data Book provides one example), and – with the evolving nature of institutions – it is important to review the lists periodically in order to assure that peer group members remain representative of the nature and mission of the USHE institution for which they are being using as comparators. Board of Regents policy R508 provides guidance for the creation and approval of peer institutions groups; utilizing those guidelines, the administration of Snow College and OCHE have, consistent with the approach taken for other USHE institutions, completed the task of reviewing the Snow College peer list.

Issue

The Snow College peer institution list focuses on institutions that are publicly governed two-year colleges, generally between 2,000 and 4,000 FTE students, and in rural settings. Additionally, Snow College is interested in peers that emphasize programs in the Natural Sciences and the Arts and in two-year institutions that have a vibrant residential component. In undertaking this peer review endeavor, the services of the National Center for Higher Education Management Systems (NCHEMS) were utilized. NCHEMS offers a Comparison Group Selection Service that is designed to aid in selecting groups of institutions with similar missions and demographic characteristics as an aid for comparative data analyses.

The NCHEMS selection service combed through a database of all higher education institutions, reviewing several dozen variables of institutional characteristics, and condensing the list to a workable number for the target institution. Amongst the more important variables reviewed were:

- Institutional demographic characteristics
- Student body characteristics
- Size, service area, and geographical location

- Carnegie classification
- Academic degree and program mix

Utilizing the NCHEMS information, OCHE and Snow College worked collaboratively to review the list of potential institutions for purposes of compiling a collectively agreed-upon list. This listing represents a like group of public two-year institutions, one that both the Commissioner's Office and Snow College are comfortable will provide helpful comparisons in the coming years.

(Please see Appendix A – Snow College Peer Institution List)

Commissioner's Recommendation

The Commissioner recommends approval of the revised Peer Institution List for Snow College.


William A Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

APPENDIX A

(Memo Snow College Peer Institution List 5-20-11)

Snow College Peer Institution List:

Institution	Location	Total Annual FTE	Full-time Faculty	Percent Associate Degrees	Percent Arts & Sciences Awards	Percent Trade & Technical Awards
Centralia College	Washington	2,058	53	62%	42%	6%
Coconino County Cmty C	Arizona	2,127	43	78%	58%	13%
Corning Cmty College	New York	3,287	93	97%	49%	8%
Monroe Cmty College	New York	14,895	317	93%	44%	10%
North Idaho C	Idaho	2,848	149	76%	37%	19%
Rogue Cmty C	Oregon	2,980	89	78%	57%	8%
Santa Fe Cmty College	New Mexico	2,132	68	67%	24%	5%
South Puget Sound Cmty C	Washington	4,308	87	89%	59%	7%
Western Nevada C	Nevada	2,625	66	94%	53%	6%
Whatcom Cmty College	Washington	3,074	75	95%	73%	3%
Snow College	Utah	2,836	121	92%	45%	8%

All data represents 08-09 IPEDS data.

The above is indicative of the comparison categories utilized in determining appropriate peer institutions. Basic institutional characteristics, student characteristics, degree program mixes, and geographical locations are part of the data set.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Purchase of Property in Moab, Utah

Issue

Utah State University (USU) has requested authorization to purchase a .77 acre property with an 8,500 square foot building located at 115 West 200 South in Moab, Utah. The property is surrounded by improved parking and landscaping and adjoins the current USU Moab Education Center.

Background


This property is the former Moab City Hall. It will be used for administrative functions, faculty offices, and distance education classrooms for the rapidly growing enrollment and related needs in the Moab area of the state. The purchase price is the appraised value of \$740,000 for the building and land. Additional details about the property are provided in the attached letter from USU.

The purpose of this facility responds to the goals of the Regents' 2020 Plan by enhancing USU's Regional Campus presence in the Moab region. The proposed source of funding for the purchase is tuition and fee revenue collected from USU Regional Campuses and Distance Education Students. Operation and maintenance (O&M) costs will be funded from the same source at the present time, with the possibility of a request for direct state funding for these needs at some time in the future as appropriate.

In addition to the USU letter requesting this purchase, a schematic showing the configuration of the property and a summary of the appraisal report are attached for your information. Members of the USU administration will be present at the meeting to respond to any questions about the proposal.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the purchase of this facility.

A handwritten signature in dark ink, appearing to read "William A. Sederburg", written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



April 29, 2011

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

Dear Commissioner Sederburg:

Utah State University desires to purchase the former City Hall building located at approximately 115 West 200 South in Moab, Utah. The building contains approximately 8,500 square feet, surrounded by improved parking and landscaping, and situated on approximately .77 of an acre. The building and land adjoins the current USU Education Center property in Moab, as shown on the attached drawing.

The building will be used by USU Moab to provide space for administrative functions, faculty offices, and distance education classes for the rapidly growing enrollment and needs of the students living in and around that community.

In earlier discussions with the owner, USU stated that the acquisition price must be based on an independent valuation. An appraisal report recently obtained by USU stated a current fair market "as is" value of \$740,000 for the building and land. USU also conducted its own inspection of the property and found it to be in good condition and environmentally sound and safe.

Funding for the acquisition will be paid from tuition and fees collected by USU Regional Campuses and Distance Education. At this time, operation and maintenance (O&M) costs will be funded from the same source. No request for state funding of O&M costs pertaining to this property is planned, but may be requested later, as appropriate.

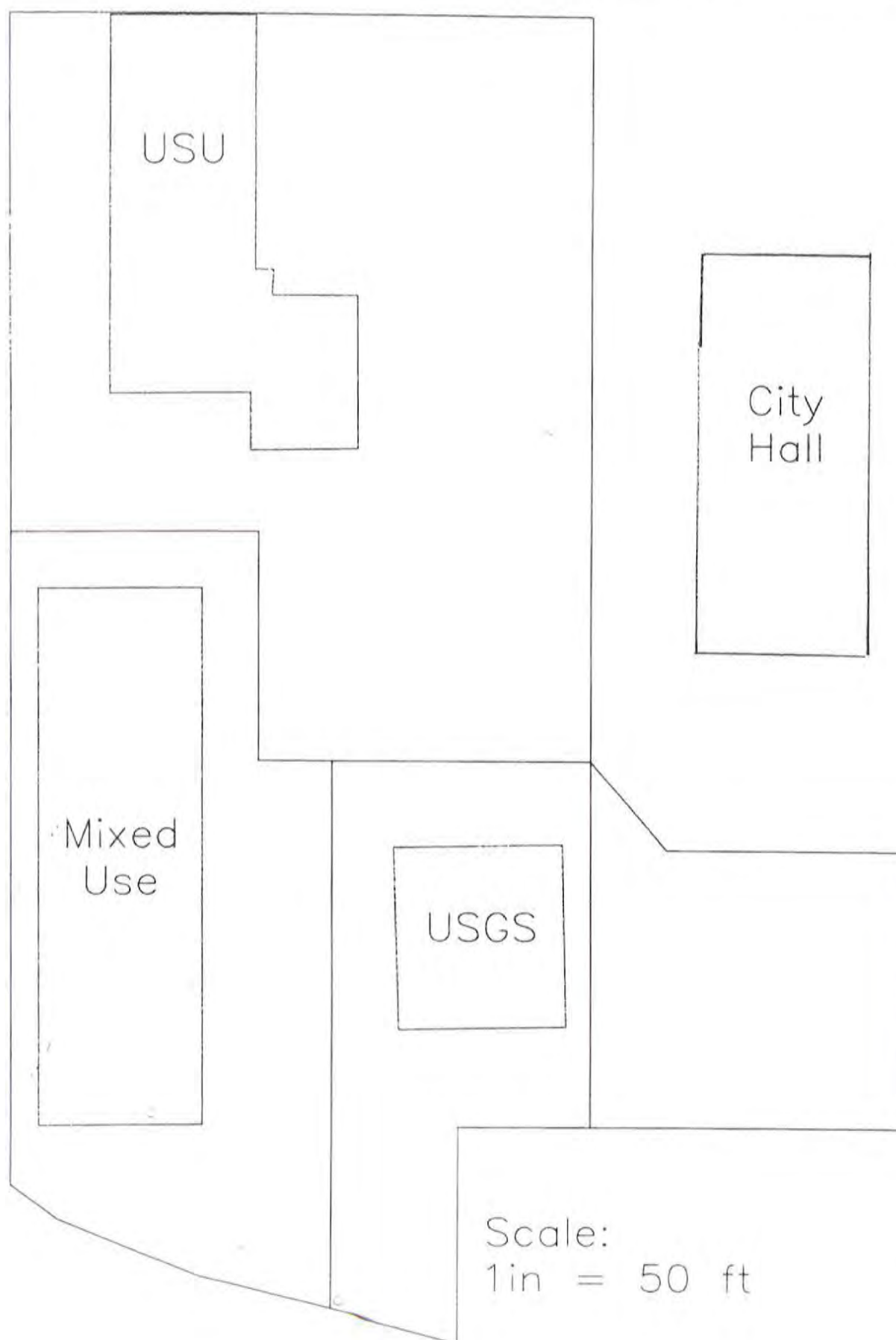
Utah State University requests this item be placed on the calendar for the 20 May 2011 meeting to ratify support for this acquisition.

Sincerely,

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

200 South – Moab, Utah





Appraisal Report

Old City Hall (office building)
115 West 200 South
Moab, Utah 84532

February 22, 2011

Prepared for:

Mr. Dale C. Huffaker
Director Real Property Administration
Utah State University
1445 Old Main Hill
Logan, Utah 84322-1445

SUMMARY OF IMPORTANT FACTS AND CONCLUSIONS

PROPERTY APPRAISED:	Old City Hall
LOCATION:	115 West 200 South, Moab, Utah 84532
PURPOSE OF APPRAISAL:	Estimate the current market value of the fee-simple estate
INTENDED USE OF THE REPORT:	To assist with acquisition decisions
INTENDED USER:	Utah State University
APPRAISAL DATES	
Report Date:	February 22, 2011
Effective Date of Valuation:	February 17, 2011 (inspection date)
LAND DATA	
Assessors Parcel #:	01-0001-0209
Owner of Record:	Moab Investments and Development, L.L.C.
Size:	.772 acre (33,643 SF)
Zoning:	C-3 Central Commercial (Moab City)
IMPROVEMENTS	
Description:	Office building
Highest and Best Use:	Office building
Size:	8,493 SF
Construction:	Wood frame (owner believes it is masonry bearing)
Year Built/Condition:	1985/average
FINAL VALUE ESTIMATE:	\$740,000

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Revision of Policy R513: Tuition Waivers and Reductions

Issue

The 2011 Legislature passed House Bill (HB) 335 which consequently requires the revision of Regents' policy R513, Tuition Waivers and Reductions. HB 335 amended current statute regarding tuition waivers for the dependents of certain deceased military personnel. The modified statute provides that a *nonresident* dependent of a deceased member of the Utah National Guard, who is killed or has died while on active duty, may receive a higher education tuition waiver. This proposed change can be found in section R513-15 of the attached policy and is included below in the Policy Revision section of this memorandum.

Also, to recognize the USU/CEU merger, the references to the College of Eastern Utah have been replaced with Utah State University-College of Eastern Utah throughout the policy revision.

Policy Revision

R513-15. Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action: Pursuant to [§53B-8-107](#)

15.1. Tuition Waiver: USHE institutions shall waive undergraduate tuition for surviving dependents of a qualifying deceased military member, as defined in Utah Code §53B-8-107. A qualifying deceased military member is defined as one who is killed or has died of wounds or injuries received while serving on state or federal active duty, under orders of competent authority and not as a result of the member's own misconduct, and who was a member of the armed forces or reserve component of the armed forces and a Utah resident; or, a member of the Utah National Guard.

15.1.1. The qualifying deceased military member must have been serving on active duty on or after September 11, 2001.

15.1.2 The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

15.1.3. The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512, unless the dependent meets the qualifications under section 15.1.5 of this policy.


15.1.4. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

15.1.5. The dependent may not have already completed a course of study leading to an undergraduate degree.

15.1.6. For the purpose of this section and waiver, the dependent of a qualifying deceased military member of the Utah National Guard is not required to be a Utah resident.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed revision to Policy R513, Tuition Waivers and Reductions.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

R513, Tuition Waivers and Reductions¹

R513-1. Purpose: To establish procedures for Utah System of Higher Education (USHE) institutions to administer tuition waiver and reduction programs.

R513-2. References

- 2.1. Utah Code §53B-8-101, Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students
- 2.2. Utah Code §53B-8-103, Partial Waivers Pursuant to Reciprocal Agreements
- 2.3. Utah Code §53B-8-104, Nonresident Partial Tuition Scholarships—Border Waivers
- 2.4. Utah Code §53B-8-104.5, Nonresident Tuition Scholarships
- 2.5. Utah Code §53B-8-106, Resident Tuition Scholarships—Requirements—Rules
- 2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.7. Utah Code Title 53B, Chapter 9, Higher Education for Senior Citizens
- 2.8. Utah Code Title 53B, Chapter 8c, Police Officer's and Firefighter's Survivor Tuition Waiver
- 2.9. Utah Code Title 53B, Chapter 8d, Tuition Waivers for Wards of the State
- 2.10. Utah Code Title 53B, Chapter 8e, Tuition Waivers for Purple Heart Recipients
- 2.11. Utah Code §53A-6-104, Tuition Exemption for Teachers
- 2.12. Utah Code §53A-15-101.5, Concurrent Enrollment Instruction in Mandarin Chinese
- 2.13. Policy and Procedures R510, Tuition and Fees
- 2.14. Policy and Procedures R512, Determination of Resident Status
- 2.15. Utah Code §53B-8-107, Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action
- 2.16. Utah Code §53B-8-103.5, Alumni Legacy Nonresident Scholarships

R513-3. Waiver of Tuition: Resident, National Guard, Nonresident, Critical Occupations, Summer School, Graduate Students: Pursuant to §53B-8-101

- 3.1. **Resident Students:** The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10 percent of the total amount of

¹ Approved October 19, 2001, amended November 8, 2002, March 14, 2003, April 16, 2004, March 10, 2006, June 9, 2006 and June 8, 2007. Revisions approved by the Board of Regents on May 29, 2009.

tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

3.2. National Guard Set Aside: Of the amount waived for resident students under 3.1, 2.5 percent of the total amount shall be set aside by institutions for waivers reserved for members of the Utah National Guard.

3.2.1. Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.

3.2.2. The Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers by June 1 of each year. Candidates for Utah National Guard tuition waivers will be full-time students and will receive full waivers of resident tuition up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.

3.2.3. Any National Guard tuition waivers set aside but not claimed 60 days prior to the beginning of the term may be used for other qualified students.

3.3. Annual Number of Waivers of Resident Tuition for Nonresident Students: Each academic year the president of each of the following institutions may waive all or part of the resident portion of the tuition in behalf of the additional number of meritorious nonresident students set forth below who are not current recipients of the waiver:

Institution	Number of Nonresident Students
University of Utah	190
Utah State University	165
Weber State University	135
Southern Utah University	68
Dixie State College of Utah	30
Utah Valley University	114
Snow College	18
Utah State University- College of Eastern Utah	18
Salt Lake Community College	43
USHE Total	781

3.3.1. Waiver of Resident Portion of Tuition after the First Year: The president may continue to waive the resident portion of the tuition during the entire time the affected meritorious nonresident student remains an undergraduate student in good standing at the institution. The resident portion of the tuition for each nonresident student is equal to the tuition for resident students at the institution.

3.3.2. Waiver of Nonresident Portion of Tuition after the First Year: The president may waive the nonresident portion of tuition for a meritorious nonresident student receiving a waiver under this section after completion of the student's first year of full-time study at the institution.

3.4. Waiver of Nonresident Tuition: In addition to the waivers authorized by 3.3, the president may waive all or part of the nonresident portion of tuition for a meritorious nonresident student during the student's first year of full-time study at the institution. The number of these nonresident waivers for each

institution is limited to the percentage of nonresident students at each institution times the nonresident student number allowed under 3.3.

3.5. Partial Tuition Waivers for Critical Occupations: The president may request from the Board authority to grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

3.6. Nonresident Summer School Students: The president or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.

3.7. Graduate Students: The president of a USHE university or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of meritorious graduate students.

3.8. Annual Budget Requests: The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by 3.3 and 3.4 were granted.

R513-4. Partial Waivers Pursuant to Reciprocal Agreements: Pursuant to §53B-8-103

4.1. Partial Waiver of Nonresident Differential: The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making the determination, the Board considers the potential of the waiver to: (A) enhance educational opportunities for Utah residents; (B) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; (C) contribute to the quality of educational programs; and (D) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

4.2. Dixie State College of Utah Good Neighbor Waiver: Dixie State College of Utah may offer a good neighbor full waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to the reciprocal agreements with other states or to a resident of a county that has a portion of the county located within 70 miles of the main campus of Dixie State College of Utah. A student who attends Dixie State College of Utah under a good neighbor tuition waiver shall pay a surcharge per credit hour in addition to the regular resident tuition and fees of Dixie State College of Utah. The surcharge per credit hour shall be based on a percentage of the approved resident tuition per credit hour each academic year. The percentage assessed as a surcharge per credit hour may not be less than 70 percent of resident tuition per credit hour. Dixie State College of Utah may restrict the number of good neighbor tuition waivers awarded. A student who attends Dixie State College of Utah on a good neighbor tuition waiver may not count the time during which the waiver is received towards establishing resident student status in Utah.

4.3. Reciprocal Agreements with Other States: Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. An agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

4.4. Policy Guidelines: Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

4.5. Report and Financial Analysis: A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the USHE.

R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships: Pursuant to §53B-8-104

5.1. Border Waivers: An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

5.2. Policy Guidelines: The institution shall establish policy for the administration of any "border waiver" partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:

5.2.1. The amount of the approved scholarship may not be more than 1/2 of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a "border waiver" nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the USHE institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of "border waiver" nonresident partial tuition scholarships granted by the institution may not exceed a total of 600 such scholarships in effect at any one time as provided in the table below; and

5.2.4. the institution shall determine eligibility for "border waiver" nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	27
Utah State University	140
Weber State University	21
Southern Utah University	74
Dixie State College of Utah	119
Utah Valley University	0
Snow College	0
Utah State University- College of Eastern Utah	18
Salt Lake Community College	4
USHE Total	403

5.3. Annual Report: The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-6. Nonresident Tuition Scholarships: Pursuant to §53B-8-104.5

6.1. Nonresident Tuition Scholarships: In addition to the "border waiver" scholarships authorized under Section 53B-8-104, USHE presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students when the scholarships will:

6.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations; and

6.1.2. promote enrollment of nonresident students with high academic aptitudes.

6.2. Policy Guidelines: Nonresident tuition scholarships may be awarded at the institutions with the following provisions:

6.2.1. the amount of the approved scholarship may be up to 100 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.2. 675 of the approved scholarships may be at a level of more than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.3. a nonresident scholarship may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours; and

6.2.4. a nonresident student who receives a scholarship of greater than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction may not be counted against the funded target for the institution attended.

6.3. Annual Number of Nonresident Tuition Scholarships: Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 900 such scholarships in effect at any one time:

Institution	Differential Tuition Scholarships (up to 100%)	Differential Tuition Scholarships (up to 50%)	Total
University of Utah	24	14	38
Utah State University	328	105	433
Weber State University	55	15	70
Southern Utah University	96	25	121
Snow College	2	7	9
Dixie State College	161	44	205
Utah State University- College of Eastern Utah	2	7	9
Utah Valley University	0	0	0
Salt Lake Community College	7	8	15
USHE Total	675	225	900

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. Annual Report: The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-7. Higher Education for Senior Citizens: Pursuant to Title 53B, Chapter 9

7.1. Senior Citizens Audit Waivers: Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

7.1.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

7.1.2. Where applicable, specific course fees also shall be charged.

7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in 6.1. To receive credit a senior citizen must pay regular tuition.

R513-8. Western Undergraduate Exchange: Pursuant to §53B-8-103

8.1. Authorization to Participate: USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside the student's home state at 150 percent of regular resident tuition.

8.2. WUE Eligible Programs: Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

8.3. No Preference for WUE Students: An institution shall not give preference to WUE students over Utah residents.

8.4. Time as WUE Student does not Count toward Residency Requirements: The period of time enrolled as a WUE student may not count toward the continuous 12 months requirement for residency for tuition purposes.

8.5. Repay Tuition Differential to Enroll in Restricted Program: An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that

accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

8.6. Institutions WUE Participation Rate: The State Board of Regents establishes the number of waivers an institution may provide to students in the WUE program. Waivers are granted on a headcount basis each semester. No institution shall exceed the maximum number of waivers established by the Regents in any given semester. The current maximum number of waivers is set forth in the table below.

Institution	Number of WUE Slots
University of Utah	125
Utah State University	250
Weber State University	150
Southern Utah University	140
Dixie State College of Utah	80
Utah Valley University	54
Snow College	80
Utah State University- College of Eastern Utah	80
Salt Lake Community College	37
USHE Total	996

8.7. Reports of Participation: Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

R513-9. Police Officer's and Firefighter's Survivor Tuition Waiver: Pursuant to Title 53B, Chapter 8c

9.1. Definitions: As used in this part:

9.1.1. "Child" means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

9.1.2. "Department" means the Department of Public Safety.

9.1.3. "Killed" means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

9.1.4. "Line of Duty" means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

9.1.5. "Occupational Disease" means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

9.1.6. "Traumatic Injury" means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

9.1.7. "Tuition" means tuition at the rate charged for residents of the state.

9.1.8. "Utah Firefighter" or "Firefighter" means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

9.1.9. "Utah Peace Officer" or "Peace Officer" means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

9.2. Tuition Waivers for Surviving Spouses and Children: Subject to the limitations in 9.3, 9.4 and 9.5 below, a USHE institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

9.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

9.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

9.2.3. applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 9.3; and (c) the applicant meets the other requirements of this part;

9.2.4. for a child of a peace officer or firefighter killed in the line of duty, applies under section 9.2.3 for the first time before the age of 25;

9.2.5. is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400 percent of the poverty level under federal poverty guidelines, then the income from any death benefits accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this 9.2.5;

9.2.6. maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

9.2.7. has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

9.3. Limited Term for Waiver: A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

9.4. Waiver Only If Tuition Not Otherwise Covered: Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

9.5. Waiver for Required Courses Only: An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

9.6. Prior Approval by Department: Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

9.7. Department Cooperation: The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

9.8. Annual Reports: The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

9.9. Annual Appropriation: The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

R513-10. Tuition Waivers for Wards of the State: Pursuant to Title 53B, Chapter 8d

10.1. Definitions: As used in this part:

10.1.1. "Division" means the Division of Child and Family Services.

10.1.2. "Long-term Foster Care" means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

10.1.3. "State Institution of Higher Education" means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

10.1.4. "Tuition" means tuition at the rate for residents of the state.

10.1.5. "Ward of the State" means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

10.2. Tuition Waivers for Wards of the State: Subject to the limitations in 10.3, 10.4, and 10.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

10.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

10.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

10.2.3. provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

10.2.4. verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 10.3;

10.2.5. is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

10.2.6. maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

10.3. Limited Term of Waiver: A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

10.4. Waiver Only if Tuition Not Otherwise Covered: Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

10.5. Waiver for Required Courses Only: An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

10.6. Reimbursement of Waivers by Division: The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

10.7. Report to Legislature: As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

R513-11. Tuition Exemption for Teachers: Pursuant to §53A-6-104

11.1. "Educator" Defined: An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under Utah Code 53A-6-104, the Board Licensure section of the Educator Licensure and Professional Practices Act.

11.2. Tuition Waivers for Teachers: An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of §53A-6-104(2)(b)(i) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

11.2.1. Master's and Doctoral Degree Candidates: Because of the extensive involvement of faculty members in committees, mentoring, and counseling of master's and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

11.2.2. Administrative Semester Registration Fee: The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

11.2.3. Surplus Space Enrollment: The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

11.2.3.1. If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

11.2.3.2. If the class meets the requirements of 53A-6-104(2)(b)(i) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of surplus space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

R513-12. Tuition Reimbursement for Sequential Mandarin Chinese Course: Pursuant to 53A-15-101.5

12.1. Extended Sequential Study for Difficult Languages: Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

12.2. Mandarin Chinese Program: The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

12.3. Tuition Reimbursement: Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a "B" grade or above at an institution within the USHE.

R513-13. Exemption for Certain Students with Utah High School Graduation: Pursuant to §53B-8-106. A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

13.1. attended high school in Utah for three or more years;

13.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and

13.3. registers as an entering student at a USHE institution not earlier than the fall of the 2002-03 academic year.

13.4. Affidavit: In addition to the requirements of R513-13, a student without lawful immigration status shall file an affidavit with the USHE institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

R513-14. Waiver of Tuition for Purple Heart Recipients: Pursuant to §53B-8e-101. USHE institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

R513-15. Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action: Pursuant to §53B-8-107

~~**15.1. Tuition-Waiver:** USHE institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.~~

Tuition Waiver: USHE institutions shall waive undergraduate tuition for surviving dependents of a qualifying deceased military member as defined in Utah Code §53B-8-107. A qualifying deceased military member is defined as one who is killed or has died of wounds or injuries received while serving on state or federal active duty, under orders of competent authority and not as a result of the member's own misconduct, and who was a member of the armed forces or reserve component of the armed forces and a Utah resident; or, a member of the Utah National Guard.

15.1.1. The qualifying deceased military member must have been serving on active duty on or after September 11, 2001.

15.1.2. The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

15.1.3. The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512; unless, the dependent meets the qualifications under section 15.1.5 of this policy.

15.1.4. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

15.1.5. The dependent may not have already completed a course of study leading to an undergraduate degree.

15.1.6. The dependent of a qualifying deceased military member of the Utah National Guard is not required to be a Utah resident.

15.2. **Certification by Adjutant General or Designee:** The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

15.3. **Definition of "Dependent":** For purposes of this policy, the term "dependent" shall include a surviving spouse.

15.4. **Limitations on Waiver:** The waiver is subject to the following limitations:

15.4.1. The waiver is not applicable if the dependent has already completed an undergraduate degree.

15.4.2. The waiver is applicable for undergraduate study only.

15.4.3. The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

15.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

R513-16. Alumni Legacy Nonresident Scholarships: Pursuant to §53B-8-103.5

16.1. **Alumni Legacy Nonresident Scholarships:** In addition to other nonresident tuition scholarships, USHE presidents may also waive an amount up to the full nonresident portion of tuition for alumni legacy nonresident scholarships when the scholarship will:

16.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in institutions of higher education; and

16.1.2. promote enrollment of nonresident students with high academic aptitudes;

16.1.3. recognize the legacy of past graduates and promote a continued connection to their alma mater.

16.2. **Policy Guidelines:** The institution shall establish institutional procedures for the administration of any Alumni Legacy Nonresident Scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional procedures shall include the following criteria and provision:

16.2.1. enroll at an institution within the USHE for the first time; and

16.2.2. have at least one parent who graduated with an associate's degree or higher from the same institution in which the student is enrolling.

16.2.3. A student who attends an institution within the USHE on an Alumni Legacy Nonresident Scholarship may not count the time during which the scholarship is received towards establishing resident student status in Utah.

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Revision of Policy R512, Determination of Resident Status

Issue

During the 2011 legislative session, the Utah Legislature passed Senate Bill (SB) 46 amending provisions to higher education residency requirements. The bill requires an institution of higher education to grant resident student status to the children of certain military personnel, whose parent(s) are Utah residents, as long as the student produces certain documentation.

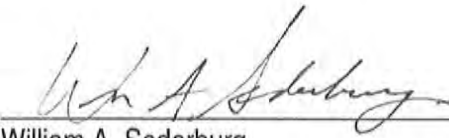
Summary

The revision of this policy amends current practice in addressing residency status for children of military personnel, whose parent(s) are on active duty. The military personnel must list Utah as their primary residence. The proposed addition to Regent Policy 512 is as follows:

5.3 Children of Active Duty, United States Armed Forces Personnel: A child of a United States military person assigned to active duty shall be granted resident student status for tuition purposes if the child produces one of the following: the military parent's United States active duty military identification card; the child's United States active duty military identification and privilege card; or a statement from the military parent's current company commander stating that the military parent is on active duty. In addition, the child must produce the military parent's state of legal residence certificate with Utah listed as the military parent's home of record.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed revision to Policy R512, Determination of Resident Status.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

R512, Determination of Resident Status¹

R512-1. Purpose: To define "resident" student for purposes of tuition in the Utah System of Higher Education (USHE).

R512-2. References

- 2.1. Utah Code Ann. §53B-8-102, Definition of Resident Student
- 2.2. Utah Code Ann. §23-13-2, Definition of Domicile
- 2.3. Utah Code Ann. §31A-29-103, Definition of Domicile
- 2.4. Utah Code Ann. §41-1a-202, Definition of Domicile
- 2.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships
- 2.6. Policy and Procedure R510, Tuition and Fee Policy
- 2.7. Policy and Procedure R513, Tuition Waivers & Reductions

R512-3. Definitions

- 3.1. **"Domicile":** For purposes of this policy, 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.

¹ Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, and May 30, 2008. Revisions approved by the Board of Regents on May 29, 2009.

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 Children of Active Duty, United States Armed Forces Personnel: A child of a United States military person assigned to active duty shall be granted resident student status for tuition purposes if the child produces one of the following: the military parent's United States active duty military identification card; the child's United States active duty military identification and privilege card; or a statement from the military parent's current company commander stating that the military parent is on active duty. In addition, the child must produce the military parent's state of legal residence certificate with Utah listed as the military parent's home of record.

5.4. 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.

5.5. 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.

5.6. 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.

5.7. 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 at 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..

5.8. 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:

5.8.1. the person's employment and educational history;

5.8.2. the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

5.8.3. when the person moved to Utah;

5.8.4. the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

5.8.5. whether the person applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;

5.8.6. evidence that the person is an independent person who is

5.8.6.1. at least 24 years of age; or

5.8.6.2. not claimed as a dependent on someone else's tax returns;

5.8.7. 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.

5.9. 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 4.4 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.

5.10. 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.

5.11. 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.

5.11.1. A statement from the student describing employment and expected sources of support;

5.11.2. A statement from the student's employer;

5.11.3. Supporting statements from persons who might be familiar with the family situation;

5.11.4. Birth certificate;

5.11.5. Marriage certificate;

5.11.6. Documentation of eligibility for state social or rehabilitation services;

5.11.7. Documentation of immigration status and placement as political refugee;

5.11.8. 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.

5.12. 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.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA – Proposed Revisions to Regents Policy R601, Board of Directors of the Utah Higher Education Assistance Authority

Issue

The UHEAA Board of Directors met on March 31, 2011 and passed a proposal to reduce the size of the UHEAA Board by two members from 15 members to 13 members and to recommend the Board of Regents revise Policy R601, Board of Directors of the Utah Higher Education Assistance Authority.

Background

One year ago, the U.S. Congress passed and the President signed HR 4872, the Health Care and Education Affordability Reconciliation Act of 2010. This law eliminated the Federal Family Education Loan Program (FFELP) effective July 1, 2010. All new federal loans are now made using U.S. Treasury funds under the Direct Loan Program. UHEAA no longer provides FFELP loan guarantee services for students and schools. Since these lending services have been nationalized, UHEAA no longer requires student input at the Board level.

UHEAA continues to service and collect loans it holds that were made prior to HR 4872. Other continuing services include college outreach efforts and administration of several state-funded financial aid programs. Since UHEAA no longer originates student loans, having a constituent board is less important than having strong business and finance representation and experience on the Board. With the recent resignation of Cory Duckworth, it is proposed Mr. Duckworth's position not be replaced. By eliminating the student member and not replacing Mr. Duckworth's position, the size of the UHEAA Board would be reduced from 15 to 13 members.

The composition of the UHEAA Board of Directors is established by Board of Regents Policy R601. Attachment 1 reflects these recommended changes to R601 along with several non-substantive changes within Section 2 of this policy. S.B. 107 of the 2011 Utah Legislature renamed the Utah Centennial Opportunity Program for Education. Also, previous legislative changes to the New Century Scholarship relating to degree completion dates should be modified in R601. These changes, along with the proposed changes to the UHEAA Board composition, are included in Attachment 1.

Commissioner's Recommendation

The Commissioner recommends approval of revisions to Regents Policy R601 as outlined to reduce the size of the UHEAA Board to thirteen members.

William A. Sederburg
Commissioner of Higher Education

WAS/DAF



R601, Board of Directors of the Utah Higher Education Assistance Authority¹

R601-1. Purpose: To provide for a subsidiary Board of Directors for the Utah Higher Education Assistance Authority (UHEAA), the members of which are appointed by and serve at the pleasure of the Board of Regents, to exercise delegated responsibility for oversight and governance of the student financial aid programs on behalf of the Board of Regents.

R601-2. References

2.1. Utah Code **Title 53B, Chapter 12** (Higher Education Assistance Authority) Chapter 12 designates the State Board of Regents to constitute the Utah Higher Education Assistance Authority (UHEAA), and in that capacity grants to it the general authorities for operation of student aid programs and to enter into agreements with the Federal Government, in particular with reference to the operation of a student loan guarantee program and related functions.

2.2. Utah Code **Title 53B, Chapter 8a** (Higher Education Savings Incentive Program) designates the Board of Regents acting in its capacity as the Utah Higher Education Assistance Authority to be the board of directors of the Utah Educational Savings Plan Trust.

2.3. Utah Code **Title 53B, Chapter 11** (Student Loan Program) Chapter 11 grants to the Board of Regents several authorities related to operation of student loan programs.

2.4. Utah Code **Title 53B, Chapter 13** (Higher Education Loan Act) Chapter 13 provides specific authorities for the Board of Regents to issue student loan revenue bonds, and to make and purchase student loans. The Board operates its Loan Purchase Program under this authority, whereby it purchases Federal Family Education Loan Program (FFELP) student and parent loans guaranteed by UHEAA, originates FFELP Consolidation Loans, and may as necessary directly originate student and parent loans.

2.5. Utah Code **Title 53B, Chapter 13a** (~~Utah Centennial Opportunity Program for Education Act~~Higher Education Success Stipend Program) Chapter 13a establishes the ~~Utah Centennial Opportunity Program for Education (UCOPE)~~Higher Education Success Stipend Program (HESSP), to provide state-supported need-based grants and work-study stipends for Utah residents attending Utah postsecondary institutions, and designates the Board of Regents as the governing authority for ~~UCOPE~~HESSP.

2.6. Utah Code **Title 53B, Chapter 7, Part 5** (Higher Education Tuition Assistance Program). Chapter 7, Part 5 establishes a program of need-based grants to higher education students at community colleges, branch campuses, and centers of the Utah System of Higher Education.

2.7. Utah Code **53B-6-105.7** (Engineering, Computer Science, and Related Technology Scholarship Program). Utah Code **53B-6-105.7** establishes within the Engineering and Technology Initiative the Engineering, Computer Science, and Related Technology Scholarship Program to recruit, retain and train engineering, computer science, and related technology students.

¹ Adopted December 14, 1982, amended July 12, 1985, July 11, 1986, June 19, 1987, April 26, 1991, July 17, 1992, November 5, 1993, December 15, 1995, August 1, 1996, May 29, 1998, October 16, 1998, April 20, 2001, ~~and~~ March 27, 2009, and May 20, 2011. Renumbered from R610 to R601 December 2002.

2.8. Utah Code Title 53B, Chapter 10 (Terrel H. Bell Teaching Incentive Loans Program) to recruit outstanding students to teach in prioritized critical areas of need in Utah's public schools, as defined by the Utah State Office of Education's criticality index, and to recognize teaching as a positive career choice.

2.9. Utah Code 52B-8-105, (The New Century Scholarship Program) a scholarship which is awarded to Utah high school graduates who ~~[either] complete the requirements for an associate degree~~ or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education with at least a "B" (3.0) grade point average [prior to September 1 of the same year they would normally graduate with their high school class, or who complete a rigorous math and science curriculum approved by the State Board of Regents with at least a "B" (3.0) grade point average] by student's high school graduation date, and complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative grade point average.

2.10. Utah Code 53B-8-108 et seq. (Regents' Scholarship Program) to encourage all Utah high school students to take a rigorous high school curriculum that will successfully prepare them for postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to work hard through the senior year; to increase the numbers of Pell Grant-eligible students qualifying for federal Academic Competitiveness Grants; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

2.11. Policy and Procedure R615, UHEAA Grant: The UHEAA Grant is a need-based grant awarded to qualified students who have demonstrated substantial financial need and are making satisfactory academic progress, as defined by the institution. It can be awarded as part of an institutional packaging of need-based aid or emergency awards for students experiencing unanticipated personal or family financial difficulties.

2.12. Policy and Procedure R616, Minority Scholarships: Legislative supplemental appropriations provide scholarships to Utah resident minority students attending a USHE institution. The scholarships are designed to increase the participation levels of minority students in postsecondary education.

R601-3. Policy

3.1. Create a Subsidiary Board: The Utah State Board of Regents (Board of Regents), in its statutory authority as the Utah Higher Education Assistance Authority (UHEAA), as authorized by the State Legislature (Utah Code [§53B-12-102](#)), hereby creates a subsidiary Board of Directors for UHEAA (UHEAA Board), the members of which are appointed by the Chair of the Board of Regents and serve at the pleasure of the Board of Regents. The volume of outstanding student loans guaranteed by UHEAA and loans owned by the Board of Regents, together with the scope of responsibilities involved in administration of the Utah Educational Savings Plan Trust and the other financial aid programs, require more continuous and intensive policy and operational oversight than reasonably can be given by the Board of Regents. In addition, consolidated administrative and oversight responsibility for all student financial aid programs under the organizational name of UHEAA can foster most effective coordination and communication with institutions of postsecondary education, and with lenders participating in the student loan programs.

3.2. Subsidiary Board Established: The Board of Regents, through the Commissioner of Higher Education, assigns administrative and operational responsibility for all student financial aid programs, including college savings programs, to a division of the Office of the Commissioner of Higher Education, and hereby assigns oversight and governance responsibilities for such programs (except functions specifically reserved for direct action by the Board of Regents) to the UHEAA Board of Directors.

3.3. Authorized Responsibilities and Functions: The appointed UHEAA Board of Directors is authorized to exercise only the UHEAA responsibilities and functions of the Board of Regents which are expressly delegated to it by the Board of Regents, and the Board of Regents retains the power to reassume for itself those responsibilities and functions, in whole or part, at any time. Responsibilities and functions delegated to the UHEAA Board of Directors include those which are statutorily assigned to the Board of Regents in its capacity as UHEAA and those for other student financial aid program functions of the Board of Regents.

3.4. UHEAA Board to Report to and Serve at the Pleasure of the Board of Regents: The UHEAA Board of Directors shall report to and serve at the pleasure of the Board of Regents, and shall have the specific duty and obligation to provide the entire Board of Regents with complete and timely information as to all of its activities, decisions, policies, and recommendations.

3.5. Membership, Method of Appointment and Terms of UHEAA Board

3.5.1. Officers and members of the UHEAA Board of Directors serving as of March 19, 2009 shall continue to serve through ~~June 30, 2009~~May 19, 2011.

3.5.2. Effective ~~July 1, 2009~~May 20, 2011, the UHEAA Board of Directors shall consist of ~~fifteen~~thirteen members, four of whom shall be members by virtue of their other offices, and ~~eleven~~nine of whom shall be appointed by the Chair of the Board of Regents, as follows:

3.5.2.1. The Chair of the Board of Regents Finance and Facilities Committee, the Commissioner of Higher Education, the Associate Commissioner for Finance and Facilities, and the Associate Commissioner for Student Financial Aid shall be members ex officio, with vote.

3.5.2.2. The Chair of the Board of Regents shall appoint ~~eleven~~nine members who are residents of Utah, with the following qualifications—(a) three shall be members of the Board of Regents; (b) ~~three~~two shall be senior-level administrators in Utah institutions of postsecondary education, with experience in business affairs or general administration; and (c) four shall be citizen members with special expertise in finance, student financial aid, government or public administration[, and (d) one shall be a student currently enrolled in a Utah institution of postsecondary education, who will serve without vote]. The appointed members shall serve until replaced by appointment of a successor by the Chair of the Board of Regents. When any appointed member resigns, ceases to be a resident of Utah, or ceases to hold the office on the basis of which the member was appointed (if applicable), the Chair of the Board of Regents shall appoint a replacement with comparable qualifications to fill the member's unexpired term.

3.6. Powers, Duties, and Responsibilities of the UHEAA Board

3.6.1. The UHEAA Board of Directors is authorized to exercise on behalf of the Board of Regents all of the powers, duties, and responsibilities of the Utah Higher Education Assistance Authority, including the administration of the student loan guarantee program under Utah Code [Title 53B, Chapter 12](#), and the Utah Educational Savings Plan Trust under Utah Code [Title 53B, Chapter 8a](#). This delegation includes authority for strategic planning, approval of budgets, and adoption of program policies and administrative rules.

3.6.2. In addition, the UHEAA Board of Directors is authorized to govern on behalf of the Board of Regents, including strategic planning and adoption of budgets for

3.6.2.1. The State Board of Regents Loan Purchase Program (secondary market for and origination of student loans), except that the Board of Regents as required by statute reserves to itself all powers and responsibilities which specifically relate to the approval and execution of bond resolutions, notes, certificates, or other documentation for the incurring of indebtedness to fund the purchase or origination of student and parent loans;

3.6.2.2. The ~~[Utah Centennial Opportunity Program for Education (UCOPE)]~~Higher Education Success Stipend Program under Utah Code Title 53B, Chapter 13a;

3.6.2.3. The Higher Education Tuition Assistance Program under Utah Code Title 53B, Chapter 7 Part 5;

3.6.2.4. The Utah Engineering, Computer Science, and Related Technology Scholarship Program under Utah Code 53B-6-105.7;

3.6.2.5. UHEAA Grant program, R615, UHEAA Grant; and

3.6.2.6. Minority Scholarships, R616, Minority Scholarships.

3.6.3. The UHEAA Board is authorized to provide operational support services for:

3.6.3.1. The Terrel H. Bell Teaching Incentive Loans Program Utah Code Title 53B, Chapter 10;

3.6.3.2. The New Century Scholarship Program Utah Code 52B-8-105; and

3.6.3.3. The Regents' Scholarship Program Utah Code 53B-8-108 through 111.

3.6.4. The UHEAA Board of Directors shall perform the same functions for the Student Loan Guarantee Program, the Loan Purchase Program, the Utah Educational Savings Plan Trust, and the Higher Education Tuition Assistance Program that are performed under the Utah Money Management Act by Boards of Trustees of institutions of the Utah System of Higher Education, and shall establish a Student Finance Subcommittee from its membership, which shall be directly responsible, reporting directly to the Board of Regents through its Finance and Facilities Committee, for oversight and advice regarding bond issues and other financing arrangements for the Loan Purchase Program.

3.6.5. The Board of Directors shall adopt its own bylaws and determine its own procedures.

3.7. Staff Support: Staff support for the Board of Directors shall be provided by the Associate Commissioner for Student Financial Aid.

3.8. Frequency of Meetings, Per Diem and Travel Expenses: The Board of Directors shall meet as it may determine to be necessary in order to fulfill its responsibilities. Board members who are not higher education or state government employees shall receive per diem for meeting days at the same rate and under the same criteria as per diem paid to Regents. Members other than employees of the Office of the Commissioner of Higher Education (OCHE) shall receive reimbursement for travel to meeting locations in accordance with Board of Regents travel reimbursement policies. Per diem and travel expenses for Board members shall be paid from Loan Purchase Program administrative funds. Travel expenses for members who are employees of the Office of the Commissioner of Higher Education shall receive travel expenses for

travel to meeting locations other than the Board of Regents office, reimbursed by the appropriate OCHE cost center(s).

3.9. Periodic Reports to the Board of Regents -The Board of Directors shall provide periodic reports through the Finance and Facilities Committee on matters for which it is responsible, including strategic developments and considerations affecting the student financial aid programs. Also, the Board of Directors shall forward strategic issues for Board of Regents consideration either on its own initiative or as requested by the Chair of the Board of Regents.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College Property Purchases

Issue

Dixie State College (DSC) has purchased one property in a city block that is proximate to campus and within the acquisition zone as defined in the College master plan. This property is on the corner of 600 East and Tabernacle Street and consists of .22 acres of land and an existing home. It was purchased on April 20, 2011 at the appraised value of \$160,000. DSC is requesting authorization to purchase a second .19 acre vacant lot located at 641 East Tabernacle Street that adjoins the purchased property and is available at the appraised value of \$110,000.

Background

Through a series of fortunate events, several properties in close proximity to the Dixie State College Campus recently became available for purchase. The largest of those properties, a 2.29 acre parcel that includes a 5,900 square foot office building and has frontage on both 600 East and St. George Boulevard, was purchased by the Dixie College Foundation on April 22, 2011 and will be used to relocate college departments currently on the main campus. These other two properties are contiguous to the property purchased by the Foundation.

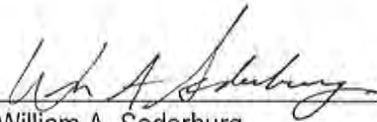
The property that has already been purchased by the College was done with the understanding that they were within the provisions of Board Policy (R710-4.5.4.1), which authorizes institutions to purchase properties contiguous to the campus within the dollar amounts specified (\$500,000 for DSC). DSC Trustees approved this purchase on March 31, 2011. While technically, the properties are not contiguous to the campus boundary, as a practical matter they are since the property separating the campus boundary and these acquisitions is a small cemetery (see the attached map) that will never be available for purchase by the College. Furthermore, the city block where the purchased property is located is part of the boundary that was identified in the campus master plan that was approved by the Regents in March of this year.

The owner of the property at 641 East Tabernacle has agreed to sell at the appraised value of \$110,000. DSC is preparing a Real Estate Purchase Contract for that amount, conditional upon Trustee and Regent approval.

Additional details about these properties, including a copy of the letter from the College explaining these purchases, a map showing their location, and a schematic showing the specific location of the properties are attached for your information. Representatives of the College will be in attendance at the meeting to provide any additional information needed.

Commissioner's Recommendation

This was initially intended to be an information item. However, because of the anomaly pertaining to the contiguity of the properties being purchased relative to the campus proper, this item is being placed on the "Consent Calendar" in order to enable the Board to ratify the College's decision to purchase these properties.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Stan Plewe
Vice President of Administrative Services
Phone: 435-652-7504
Email: splewe@dixie.edu

May 6, 2011

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

Building on our desire to purchase available properties within the opportunity zone as defined in our approved campus master plan we are asking for approval to purchase a .22 acre vacant lot located at 641 East Tabernacle, sg-1291, for the appraised price of \$110,000. The property will be purchased with institutional funds.

The opportunity to acquire a half block property that borders on Tabernacle, 600 East and St. George Boulevard led to the Dixie College Foundation acquiring 2.29 acres of the available 2.7 acres through a loan assumption. Dixie State purchased simultaneously, with Trustee approval under R710, a .22 acre lot and commercial building for the appraised price of \$160,000.

Through constant communication with Ralph Hardy concerning the above described properties, it became clear that the specific language in R710, "contiguous", calls into question the approval authority of the Dixie State College Trustees. We seek further clarification of this language and the intent of R710 while asking for ratification and/or approval of the purchasing of these two properties, sg-1291 and sg-1292. The appraisals, maps and detailed descriptions are attached.

We will be using the available 5,900 square feet of office space on the Foundation purchased property to help accommodate our record growth. Specifically, a Student Wellness Center, Disability Resource Center and Information Technology Support Center are scheduled for occupancy during the summer months.

Respectfully,

A handwritten signature in black ink, appearing to be 'Stan Plewe', written over a horizontal line.

Stan Plewe
Vice President of Administrative Services

c: Pres. Stephen D. Nadauld



Cemetery

Dixie College Foundation Purchase
DSC Purchases

<http://maps.sgaty.org>



sgcitymap

Created: Fri May 6 2011 01:56:17 PM

LEGAL DESCRIPTIONTax ID #SG-1291

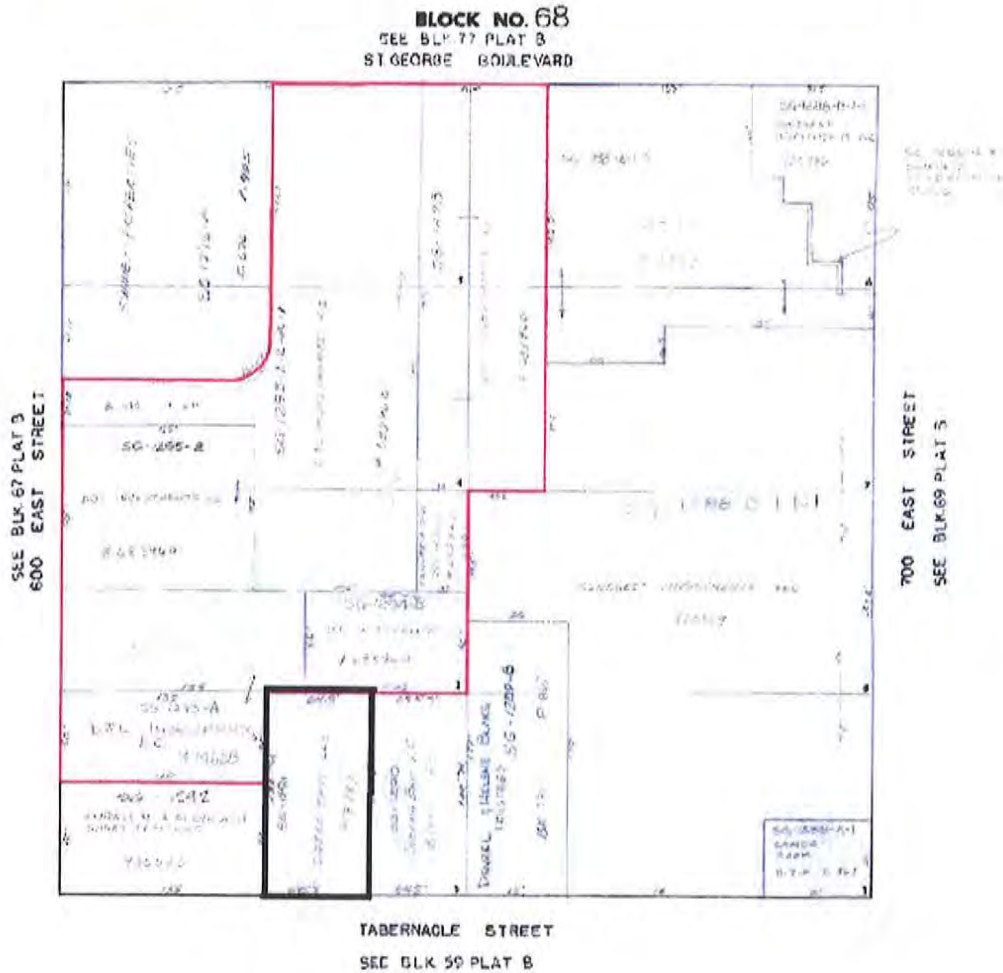
ST GEORGE CITY SUR PLAT B BLK 68 (SG) Lot: 2 BEG AT PT ON S LN LOT 2 BLK 68 PLAT B SGCS LYING E 135 FT SW COR LOT 2 TH N 132 FT M/L TO N LN; TH E 64.5 FT; TH S 132 FT M/L TO S LN LOT 2; TH W 64.5 FT M/L TO POB

PLAT MAP

ST. GEORGE CITY
WASHINGTON COUNTY, UTAH

PLAT B

SCALE: 1" = 10'



Subject Photographs



May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: HB 427- Higher Education Compensation Appropriation Reallocations

Issue

During the 2011 Session, the Legislature cut higher education appropriations in Senate Bill (SB) 6 as it related to higher education compensation. Later in the Session, the Legislature made adjustments to this cut by providing an appropriation add back in SB 3. While the overall effect on USHE was a .6 percent cut, not all institutions took the same percentage reduction. Finally, HB427 was then passed, with intent that the USHE redistribute appropriations in a manner that provides the same percentage reduction across individual institutions.

Summary

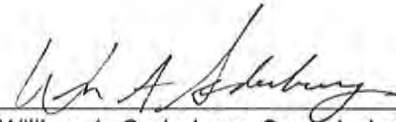
HB 427 directs the Commissioner of Higher Education to equalize the money appropriated to each higher education institution (resulting from SB 3 and SB 6) by removing excess appropriations from those institutions receiving less than a 0.6% net reduction and transferring those funds to other institutions so that each takes a .6% reduction of its cumulative fiscal year 2011 education and general fund base appropriation. The following table demonstrates the effects of the original cut, the later adjustment, and also the corrections needed to get to a .6% reduction.

USHE Institution	GF/EF Base 11-12 beginning base	Adjusted Net After SB6 (cut) and SB3 (add-back)	Adjusted Cut and Addback Percentage	Corrections to SB 3 Amounts-	Final Net	Final Cut Percentage
U of U	\$ 32,145,700	\$ (980,800)	-0.42%	\$ (401,900)	\$(1,382,700)	-0.60%
USU	\$ 58,713,300	\$ (996,700)	-0.63%	\$ 52,000	\$ (944,700)	-0.60%
WSU	\$ 63,083,300	\$ (423,600)	-0.67%	\$ 47,900	\$ (375,700)	-0.60%
SUU	\$ 30,224,900	\$ (216,000)	-0.71%	\$ 36,100	\$ (179,900)	-0.60%
UVU	\$ 61,264,200	\$ (552,100)	-0.90%	\$ 187,200	\$ (364,900)	-0.60%
Snow	\$ 19,287,100	\$ (103,400)	-0.54%	\$ (11,300)	\$ (114,700)	-0.59%
DSC	\$ 21,441,500	\$ (129,600)	-0.60%	\$ 2,000	\$ (127,600)	-0.60%
SLCC	\$ 64,372,200	\$ (470,300)	-0.73%	\$ 88,000	\$ (382,300)	-0.59%
Total	\$ 650,532,200	\$ (3,872,500)	-0.60%	\$ -	\$(3,872,500)	-0.60%

In order to equalize the cut, the Commissioner's office will coordinate the collection of funds from the University of Utah (\$401,900) and Snow College (\$11,300) and redistribute to the other six institutions.

Commissioner's Recommendation

This is an information item. No action is required.

A handwritten signature in dark ink, appearing to read "William A. Sederburg", is written over a horizontal line.

William A. Sederburg, Commissioner
Commissioner of Higher Education

WAS/GLS/PCM/DAM

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A Sederburg
SUBJECT: Health Plan Changes

Issue

The Board of Regents is annually provided with a summary of institutional health plan changes. The health benefits package is a critical component of the overall compensation package provided to institutional employees, and is subject to significant conversation and review at each institution.

Summary

As part of the health plan design process, institutions had to factor in two additional external components this past year. First, the Federal Patient Protection and Affordable Care Act, known more commonly as Health Care Reform (HCR) legislation, requires several important plan changes that affect plan renewals. Below is a simple list of the HCR changes and the dates they affect the institutions. The items listed as 7/1/11 were required as of the first renewal date after October 2010. For system institutions this is July 1, 2011. The item listed as 1/1/11 was required to be effective by that date and could not wait until renewal. (Most of the changes effecting Flex Spending Accounts will go into effect on the first of January in the year they must be effective.)

1/1/11:

- Over the counter medication cannot be reimbursed from Health Flex Spending Accounts or Health Savings Accounts without a prescription

7/1/11:

- Health plans must include coverage for non-dependent children up to age 26
- No lifetime maximums for essential health benefits
- No annual limits < \$750,000 on essential health benefits (indexed to \$1,250,000 in 2012, \$2,000,000 in 2013, eliminated by 2014)
- No pre-existing condition exclusions for children under 19 (everyone else 7/1/14)
- Must provide first dollar coverage for "evidence based" preventive care – no coinsurance, co-pays, deductibles, or other cost sharing
- Can only rescind coverage for fraud, intentional misrepresentation of material fact, or nonpayment (does not include mistakes)

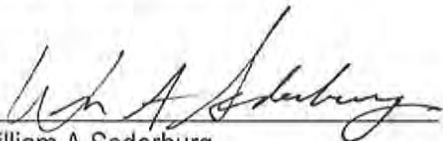
- Must have the Federal Department of Health and Human Services approve internal and external review processes in place for health plan appeals

Additionally, legislation passed this past Session at the State of Utah level (Senate Bill 6) has also had an impact on several institutions, with the requirement that a minimum of 10% of plan premium expenses be paid by the employee. Other USHE institutions already met or exceeded this minimum premium percentage payment requirement.

These two significant legislative components have created the unavoidable result of some significant cost increases to employees in some cases and to institutions as well in others. This pressure, combined with normal increases to health premiums resulting from annual increased health care costs, have challenged institution Human Resources professionals to balance required changes with staff and faculty morale in an environment where salary increases have been withheld for three consecutive years. Strategic decisions to address plan changes and soften the employee increase impact appear creative and sound.

Commissioner's Recommendation

This update of Health Plan changes is an informational item only. No action is required.


William A Sederburg
Commissioner of Higher Education

WAS/GLS/SSD

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: UTA Contract Negotiations Update

Background

The State Board of Regents, during the Planning Retreat held in March at Dixie State College, instructed the Regents' Office staff to pursue the possibility of a more consolidated approach to negotiations with the Utah Transit Authority (UTA) as it relates to the next round of transportation contracts for those institutions utilizing UTA services for students and employees. This report is to provide an update on activities associated with that instruction.

Issue

Beginning in late March, a series of meetings have been orchestrated for the purpose of pursuing a more consolidated approach to creation of future UTA-USHE contracts. Representatives from the Commissioner's Office, along with administrators from the University of Utah, Salt Lake Community College, Weber State University, and Utah Valley University have met collectively to inventory current ridership and contract status, pursue common interests, and determine negotiating points for future contracts. Additionally, the above group, along with the Commissioner and several Board of Regents members, has been involved in discussions with the UTA team of representatives.

The next conversation with UTA is currently scheduled to occur just several days prior to the May 20 Board of Regents meeting. Prior to that scheduled conversation, status of the talks that have taken place to this point can be described as below:

- 1) A sustainable, long-term relationship between both parties (UTA & USHE) is an important outcome of the process; the past partnership is appreciated
 - a. Both are public entities supported by tax dollars
 - b. Past agreements have been mutually beneficial
 - c. UTA service alleviates some demand for USHE parking facilities, USHE ridership significantly supports UTA's current system and planned system build-out
 - d. An appropriate arrangement supports access to higher education for low income students
 - e. The State benefits from USHE/UTA collective efforts to increase the use of mass transit
- 2) It is our desire that a mutually beneficial partnership continue for many years into the future


- 3) This year, when USHE institutions faced substantial contractual cost increases (some from 100% to 500%), it became clear that a better *process* was needed. Several *process* proposals to be included in future contract negotiations include:
- a. Create *multi-year contracts*, to enhance planning opportunities
 - b. Provide a *phase-in time-frame* for price increases, to keep ridership high and assist with challenges of financing contract cost changes
 - c. Revise the *negotiation calendar time-frame*, so knowledge of cost increases comes at the appropriate time for successfully budgeting in any agreed-to cost changes
 - d. Provide a *one-person point of contact* for institutional negotiations

Focus of the USHE/UTA meeting just prior to the May Board of Regents meeting will be to resolve as many of the *process* points as possible and to dive deeper into the *cost* discussions. It should be noted in the latter instance that, due to the unique nature of the University of Utah's transportation model and contractual relationship with UTA, its interest in a consolidated contract will be primarily on *process* items. The other three institutions are looking to move forward with cost model collaborations as well.

The conversations and [resultant] enhanced communications that have taken place to this point have been appreciated by all parties.

Commissioner's Recommendation

This is an informational update only; no action is required at the present time. Working together, USHE and UTA are best served with a strong and mutually beneficial partnership, one that successfully meets State transportation and education goals.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE – 2011-12 Capital Improvement Funding Update

Issue

At the March 25, 2011 Board Meeting in St. George a tentative allocation in the amount of \$27.5 million for USHE Capital Improvement Funding was reported to the Board pending the final decision by the State Building Board. The Building Board subsequently met on April 7, 2011 and approved the final amount of \$28.1 million for USHE. State agencies, colleges, and universities work collaboratively with DFCM to identify and prioritize their capital improvement needs. The materials that follow provide additional information about the process used to acquire and allocate these funds and their intended use.

Background

As defined by statute, capital improvement projects include those facilities and infrastructure projects that cost less than \$2.5 million. The statute providing the funds prohibits the Legislature from funding the design or construction of any new capital development projects, except to complete already begun projects, until the Legislature has appropriated 1.1 percent of the replacement cost of existing state facilities to capital improvements. However, during a time of budget deficit, the Legislature may reduce the appropriation to 0.9 percent of the replacement cost of existing state facilities. During each of the past four years the legislature has, on a year-by-year basis, amended the statute to drop below the "budget deficit" threshold and allow them to fund high priority capital development projects. As a result, the total amount of \$53.6 million funded for FY 2012 statewide needs is only .63% of the replacement cost of existing state facilities.

The "up side" of that legislative decision has been to enable the legislature to fund critically needed new USHE buildings in the past four legislative sessions (UU – Museum of Natural History and Eccles Building Replacement; USU – Agriculture Science Building and Business Building Expansion; WSU – Davis Branch Campus Building; SUU – Science Center; DSC – Holland Centennial Commons Building; UVU – Science/Health Sciences Building Addition; SLCC – Industrial/Administrative Complex and Herriman Land Bank Property Purchase).

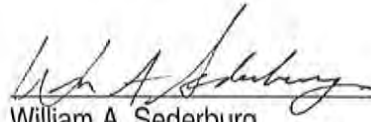
The "down side" is that capital improvement needs continue to greatly exceed the funding provided as evidenced by the fact that the \$28.1 million allocated to USHE is only 30 percent of the \$93.9 million

requested. This reduction in funding over the past four years clearly reflects the deterioration in the economy, not a change in the Legislature's perception of need. In this regard, it is noteworthy that the Legislature did increase overall capital improvement funding by nearly \$3 million over the current year amount.

The materials that follow include: (1) a summary of the process used by DFCM to arrive at their recommendations; (2) a five-year summary of capital improvement funding; and (3) the detail of the projects requested and funded for USHE institutions.

Commissioner's Recommendation

This is an information item. No action is needed


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

SUMMARY OF DFCM/BUILDING BOARD ALLOCATION GUIDELINES AND PROCEDURES

- Since statutory language provides funding based on a percentage of the replacement cost of existing state facilities, DFCM uses the percentage each state agency's facilities total is of the statewide total as a starting point for allocation of the funds. While actual amounts can deviate slightly from this guideline from year to year, they will generally be very close to the guideline.

Summary of Facility Replacement Cost vs. Share of Capital Improvement Funding			
Agency/Institution	FY 2012 Funding	% FY 2012 Funding	% Replacement Cost
Higher Education	\$ 28,108,100	56.9%	59.6%
UCAT	\$ 1,462,555	3.5%	2.9%
State Agencies	\$ 19,827,945	40.1%	37.5%
SUBTOTAL	\$ 49,398,600	100.0%	100.0%
Statewide funding Acct.	\$ 4,250,000		
Grand Total	\$ 53,648,600		

- Because total needs far exceed available funds, even in good economic times, narrowing the list of projects to the highest priority needs is a significant challenge for DFCM. For FY 2011-12 the statewide requests totaled \$208.9 million (of which \$93.9 million was from USHE institutions) while funding from the Legislature was only \$53.6 million.
- The Statewide Capital Improvement Fund (\$4,250,000 for FY 2012) is used to deal with statewide emergency needs that surface during the year (e.g., roofing repairs, paving needs, planning, Hazmat issues) and for other ongoing project needs. Higher education institutions can qualify for some of these funds in a given year.
- Determination of the specific projects to be funded is a collaborative effort between DFCM and the institutions. The priorities developed by each campus are generally followed unless DFCM, as a result of their analysis of the needs, deems other projects to be more important.
- Because of the limited amount of funding, DFCM and the Building Board, in making their decision, generally place the highest priority on issues raised in assessment of facility condition and on critical repairs needed on HVAC, structural, electrical, and infrastructure systems. Repairs and upgrades addressing life safety issues are generally given the highest priority, with 75-80% of the funds typically going to these issues.
- A smaller percentage of the funds can be allocated to deal with other pressing needs on the campuses.

Summary of Capital Improvement Funding FY2008 - FY2012

Agency	FY2008	%	FY2009	%	FY2010	%	FY2011	%	FY2012	%	Total	%
Higher Education												
College of Eastern Utah	\$ 974,300	1.4%	\$ 992,822	1.3%	\$ 420,000	1.2%	\$ 1,120,000	2.4%	\$ 910,000	1.8%	\$ 4,417,122	1.6%
Dixie College	\$ 1,779,600	2.6%	\$ 2,497,328	3.3%	\$ 600,400	1.6%	\$ 1,125,000	2.4%	\$ 1,323,100	2.7%	\$ 7,325,428	2.6%
Salt Lake Community College	\$ 3,848,000	5.7%	\$ 3,703,989	4.9%	\$ 1,733,200	4.8%	\$ 2,207,585	4.7%	\$ 2,260,000	4.6%	\$ 13,752,774	5.0%
Snow College	\$ 1,793,300	2.7%	\$ 1,680,160	2.2%	\$ 781,700	2.1%	\$ 1,046,500	2.2%	\$ 1,244,000	2.5%	\$ 6,545,660	2.4%
Southern Utah University	\$ 2,510,400	3.7%	\$ 2,428,595	3.2%	\$ 1,199,400	3.3%	\$ 1,750,000	3.7%	\$ 1,646,000	3.3%	\$ 9,534,395	3.4%
University of Utah	\$ 13,035,400	19.3%	\$ 16,679,405	21.8%	\$ 8,288,000	22.8%	\$ 10,252,000	21.7%	\$ 11,124,000	22.5%	\$ 59,378,805	21.4%
Utah State University	\$ 7,328,500	10.9%	\$ 8,400,799	11.0%	\$ 4,000,000	11.0%	\$ 4,970,000	10.5%	\$ 5,059,000	10.2%	\$ 29,758,299	10.7%
Utah Valley State College	\$ 3,279,000	4.9%	\$ 2,932,643	3.8%	\$ 1,526,300	4.2%	\$ 2,411,000	5.1%	\$ 2,125,000	4.3%	\$ 12,273,943	4.4%
Weber State University	\$ 4,152,800	6.2%	\$ 4,246,222	5.6%	\$ 1,958,500	5.4%	\$ 2,449,500	5.2%	\$ 2,417,000	4.9%	\$ 15,224,022	5.5%
Total Higher Education	\$ 38,701,300	57.4%	\$ 43,561,961	57.0%	\$ 20,507,500	56.3%	\$ 27,331,585	57.9%	\$ 28,108,100	56.9%	\$ 158,210,446	57.2%
UCAT												
	\$ 2,051,800	3.0%	\$ 2,703,530	3.5%	\$ 1,485,000	4.1%	\$ 1,867,000	4.0%	\$ 1,462,555	3.0%	\$ 9,569,885	3.5%
State Agencies												
Agriculture	\$ -	0.0%	\$ 76,371	0.1%	\$ 27,900	0.1%	\$ 172,760	0.4%	\$ 215,982	0.4%	\$ 493,013	0.2%
Alcoholic Beverage Control	\$ 346,100	0.5%	\$ 305,484	0.4%	\$ 284,200	0.8%	\$ 234,909	0.5%	\$ 267,484	0.5%	\$ 1,438,177	0.5%
Capital Preservation Board	\$ 1,694,500	2.5%	\$ 1,756,531	2.3%	\$ 1,317,600	3.6%	\$ 1,842,000	3.9%	\$ 2,560,500	5.2%	\$ 9,171,131	3.3%
Community & Economic Dvlp.	\$ 250,000	0.4%	\$ 404,766	0.5%	\$ 328,200	0.9%	\$ 240,000	0.5%	\$ 80,000	0.2%	\$ 1,302,966	0.5%
Corrections	\$ 4,041,800	6.0%	\$ 4,154,577	5.4%	\$ 1,994,400	5.5%	\$ 2,476,900	5.2%	\$ 2,387,869	4.8%	\$ 15,055,546	5.4%
Courts	\$ 2,093,900	3.1%	\$ 3,016,651	4.0%	\$ 1,806,800	5.0%	\$ 2,305,766	4.9%	\$ 2,514,092	5.1%	\$ 11,737,209	4.2%
DFCM	\$ 4,510,100	6.7%	\$ 3,459,602	4.5%	\$ 1,423,200	3.9%	\$ 2,822,600	6.0%	\$ 2,831,350	5.7%	\$ 15,046,852	5.4%
Environmental Quality	\$ -	0.0%	\$ 129,831	0.2%	\$ 1,000,000	2.7%	\$ 89,192	0.2%	\$ -	0.0%	\$ 1,219,023	0.4%
Fairpark	\$ 607,400	0.9%	\$ 504,048	0.7%	\$ 183,200	0.5%	\$ 174,000	0.4%	\$ 250,457	0.5%	\$ 1,719,105	0.6%
Health	\$ 250,100	0.4%	\$ 801,894	1.1%	\$ 303,000	0.8%	\$ 540,000	1.1%	\$ 245,381	0.5%	\$ 2,140,375	0.8%
Human Services	\$ 3,067,200	4.5%	\$ 3,795,634	5.0%	\$ 1,574,200	4.3%	\$ 2,048,945	4.3%	\$ 2,072,000	4.2%	\$ 12,557,979	4.5%
National Guard	\$ 1,254,000	1.9%	\$ 2,993,739	3.9%	\$ 720,000	2.0%	\$ 975,476	2.1%	\$ 1,008,264	2.0%	\$ 6,951,479	2.5%
Natural Resources	\$ 4,493,300	6.7%	\$ 4,780,818	6.3%	\$ 1,285,000	3.5%	\$ 1,527,382	3.2%	\$ 2,669,000	5.4%	\$ 14,735,500	5.3%
Public Ed/Rehab/Deaf & Blind	\$ 600,000	0.9%	\$ 572,782	0.8%	\$ 310,200	0.9%	\$ 189,472	0.4%	\$ 256,418	0.5%	\$ 1,928,872	0.7%
Public Safety	\$ 667,400	1.0%	\$ 313,121	0.4%	\$ 172,300	0.5%	\$ 255,000	0.5%	\$ 353,423	0.7%	\$ 1,761,244	0.6%
Tax Commission	\$ 126,500	0.2%	\$ 259,661	0.3%	\$ 112,500	0.3%	\$ 342,663	0.7%	\$ 326,776	0.7%	\$ 1,168,100	0.4%
Transportation	\$ 1,760,400	2.6%	\$ 1,939,821	2.5%	\$ 1,120,000	3.1%	\$ 1,322,000	2.8%	\$ 1,260,000	2.6%	\$ 7,402,221	2.7%
Veterans Affairs	\$ 236,374	0.4%	\$ 206,201	0.3%	\$ 180,000	0.5%	\$ -	0.0%	\$ 120,000	0.2%	\$ 742,575	0.3%
Workforces Services	\$ 660,400	1.0%	\$ 633,878	0.8%	\$ 299,800	0.8%	\$ 477,750	1.0%	\$ 408,949	0.8%	\$ 2,480,777	0.9%
Total State Agencies	\$ 26,659,474	39.5%	\$ 30,105,409	39.4%	\$ 14,422,500	39.6%	\$ 18,036,815	38.2%	\$ 19,827,945	40.1%	\$ 109,052,143	39.4%
Subtotal	\$ 67,412,574	100.0%	\$ 76,370,900	100.0%	\$ 36,415,000	100.0%	\$ 47,235,400	100.0%	\$ 49,398,600	100.0%	\$ 276,832,474	100.0%
Restore FY2009 Funds			\$ (15,000,000)		\$ 15,000,000							
Statewide Funding	\$ 5,647,326		\$ 6,467,200		\$ 4,247,500		\$ 3,450,000		\$ 4,250,000		\$ 24,062,026	
Grand Total	\$ 73,059,900		\$ 67,838,100		\$ 55,662,500		\$ 50,685,400		\$ 53,648,600		\$ 300,894,500	

\$ 291,324,615

FY 2012 USHE Capital Improvement Funding

University Of Utah	Original Request	Building Board Allocation	Unfunded Balance
Chiller Capacity Consolidation	\$ 1,809,000	\$ 1,809,000	\$ -
Electrical Distribution	2,500,000	2,500,000	-
Eyring Chemistry North Tower East Fumehood Upgrade - Design Only	200,000	200,000	-
Park Building Elevator Replacement	175,000	175,000	-
Emergency Generator Replacement	650,000	650,000	-
Develop Secondary Water Syster for Landscape Irrigation - Southwest Campus Loop	1,375,000	1,375,000	-
South Biology Screen Panel Replacement	200,000	200,000	-
Regulated Waste Facility - Replace Barrel Exhaust System	90,000	90,000	-
Miscellaneous, Critical Improvements	400,000	400,000	-
Asbestos Abatement in HTW Tunnel	-	-	-
Student Services Bldg. Exterior Repairs	500,000	500,000	-
Eccles Genetics RO System Replacement	300,000	300,000	-
Campus-wide Study for Installation of Eye Wash Stations	80,000	80,000	-
Campus Utility Metering System Upgrade	500,000	500,000	-
Hlth. Sciences Library Loading Dock	200,000	200,000	-
Campus Site Lighting Upgrade	200,000	200,000	-
Campus Wide - Hazardous Materials Abatement	150,000	150,000	-
Refrigerant Sensor Installation	225,000	225,000	-
Water Conservation Measures	300,000	300,000	-
Southwest Chiller Plant Study	150,000	150,000	-
Replace HVAC Controls in Buildings	470,000	470,000	-
Behavioral Science Plaza Concrete Repairs	500,000	500,000	-
Study & Design Funds	150,000	150,000	-
HTW Plant - Replace Generator	2,000,000	-	2,000,000
Milton Bennion Hall - Replace Fire Alarm System	639,000	-	639,000
Social & Behavioral Science - Repair Deteriorating Exterior Concrete & Steel	1,500,000	-	1,500,000
Social & Behavioral Sciences Building - Replace 3 Elevators	500,000	-	500,000
Browning Bldg - Exterior Wall Repair	655,822	-	655,822
Art Building - Upgrade Fume Hoods And HVAC Systems - Study & Design Only	50,000	-	50,000
Fieldhouse - Replace Fire Alarm & Sprinkler Systems	500,000	-	500,000
Replace Pre-1960 Water Lines, Lower Campus - Phase I	2,400,000	-	2,400,000
South Biology And Skagg's Biology HVAC System Upgrades - Study & Design Only	125,000	-	125,000
Orson Spencer Hall - Replace All Steam & Hot Water Piping	2,300,000	-	2,300,000
Subtotal	\$ 21,793,822	\$ 11,124,000	\$ 10,669,822

Utah State University			-
Planning & Design Fund	\$ 100,000	\$ 100,000	\$ -
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	150,000	150,000	-
Water Lab Reroof	644,000	644,000	-
Engineering Lab Re roof	375,000	375,000	-
Campus-Wide Classroom And Auditorium Upgrades	400,000	400,000	-
CW Building Commissioning	200,000	200,000	-
Misc Critical Improvements	275,000	275,000	-
BNR Fire Protection Upgrade - Phase II	600,000	600,000	-
Chilled Water - Edith Bowen/Cpd	300,000	300,000	-
NFS HVAC Design	200,000	200,000	-
Campus-Wide Bike Racks	50,000	50,000	-
South Farm Sewer	75,000	75,000	-
Campus-Wide Sign System	50,000	50,000	-
Quad Area Utility Upgrades	150,000	150,000	-
Campus-Wide Steam Line Insulation	100,000	100,000	-
Campus Chiller Controls Upgrades	100,000	100,000	-
Campus Concrete Replacement	250,000	250,000	-
1200 East (Aggie Village) Landscape Improvements	100,000	100,000	-
Student Living Center Parking Lot	340,000	340,000	-
Campus Wide Medium Voltage Upgrades	250,000	250,000	-
Geology to Maeser Steam Replacement	350,000	350,000	-
Roofing Projects	500,000	-	500,000
Campus Fire Alarm Upgrades	250,000	-	250,000
Family Life	80,000	-	80,000
Campus-Wide Access Control	100,000	-	100,000
Site & Safety Lighting	200,000	-	200,000
Geology To Maeser Steam Replacement	300,000	-	300,000
OM Masonry Restoration Ph III	500,000	-	500,000
Morgan Ceiling Replacement	990,000	-	990,000
Campus-Wide Irrigation & Landscape Upgrades	100,000	-	100,000
Campus-Wide Controls Upgrade	200,000	-	200,000
Animal Science 115 Windows	75,000	-	75,000
ASTE Heating System	100,000	-	100,000
Kent Concert Hall New Elevator And Restroom Lobby	1,200,000	-	1,200,000
Kent And Morgan Ramp & Aisle Improvements	62,000	-	62,000
Kent Ceiling Replacement	1,450,000	-	1,450,000
Replace Piping And Refurbish Existing Tunnel Located North Of Ray B West And Family Life.	1,500,000	-	1,500,000
Exterior Shades For Library Phase I	300,000	-	300,000
Spectrum - Seismic Retrofit Phase I	2,500,000	-	2,500,000
South Farm Paving	76,000	-	76,000

Min View Parking Lot West Of Tennis Courts	440,000	-	440,000
Water Lab Front Bridge	300,000	-	300,000
BNR Fume Hood	400,000	-	400,000
Subtotal	\$ 16,682,000	\$ 5,059,000	\$ 11,623,000

USU - College of Eastern Utah Campus

Price Campus: BDAC Building Fire System Upgrade & Campus Irrigation System	\$ 904,730	\$ 695,000	\$ 209,730
San Juan Campus: New Administration Building retaining wall and additional sitework	200,000	200,000	-
Price Campus: Study for the SAC Building 5953	15,000	15,000	-
Price Campus: CBB Building Fire System & HVAC Upgrade	881,109	-	881,109
Price Campus: Purchasing Building Fire System, HVAC & Electrical Upgrade	631,200	-	631,200
Price Campus: Library Building Fire System, HVAC, & Door/Window Upgrade	1,394,117	-	1,394,117
Price Campus: Career Center Building Fire System & Door/Window Upgrade	1,036,285	-	1,036,285
Price Campus: Art Building Fire System & Seismic Upgrade	100,446	-	100,446
Price Campus: Old Student Activity Center Seismic & Fire System Upgrade	5,909,821	-	5,909,821
Price Campus: Geary Theater Fire System, HVAC, & ADA Upgrade	2,130,437	-	2,130,437
Price Campus: Music Building Structural, Fire System, Hvac, Doors Upgrade	1,110,939	-	1,110,939
Subtotal	\$ 14,314,084	\$ 910,000	\$ 13,404,084

Weber State University

Replace Domestic Hot Water Storage Tanks & Heat Exchangers-6 Buildings	\$ 346,000	\$ 346,000	\$ -
Dee Events Center ADA Upgrades	150,000	150,000	-
Northeast Campus Fire Protection Upgrades	177,000	177,000	-
Install Steam Powered Condensate Pumps 3 Buildings	149,000	149,000	-
Building Entry Concrete & Handrail Upgrade	206,000	206,000	-
Exterior Handrail Replacement Phase I	160,000	160,000	-
Dee Events Center Controls Upgrade	271,000	271,000	-
Exterior Weatherproofing: Administrative Social Science and Stewart Library	210,000	210,000	-
Tunnel System Repairs and Upgrades	100,000	100,000	-
Stewart Library Elevator Access Improvement Study	8,000	8,000	-
Swenson Building Ground Water Infiltration Study	10,000	10,000	-
Dee Events Center Site Improvements	575,000	575,000	-
Engineering Technology Building: Ceiling Tile And Fixture Lens Repl.	45,000	-	45,000
Lind Lecture Hall: Replace Entry Doors	52,000	-	52,000
Stromberg Stadium: Galvanized Pipe Replacement & Restroom Upgrades	219,000	-	219,000
Facility Mangement Building: Replace Boiler	66,000	-	66,000
Stromberg Athletic Office Complex Breezeway Enclosure	177,000	-	177,000
Paving Repairs And Improvements	58,000	-	58,000
Dee Events Center Irrigation Upgrades	225,000	-	225,000
William Stromberg Center Roofing	318,000	-	318,000
Admin, Social Science& Education Buildings: Exterior Weatherproofing	310,000	-	310,000
Browning Center Theater Lighting Controls Upgrade	230,000	-	230,000
Stewart Library Controls Upgrade	551,000	-	551,000
Demolition Of Promontory Tower	762,000	-	762,000
Stewart Library Elevator Access Improvements	610,000	-	610,000
Concrete & Handrail Replacements: Lampros Hall To Swenson Building.	246,000	-	246,000
Alumni Center Fire Protection Study	5,000	-	5,000
Replace H.V. Switches 13 Bldgs	590,000	-	590,000
Tech Ed Building- Replace North Retaining Wall	209,000	-	209,000
Administration Bldg. Pipe Replacement Hvac Controls & Finish Upgrades	687,000	-	687,000
Marriott Health Science Building: Controls Upgrade	341,000	-	341,000
Browning Center Re-Roof	382,000	-	382,000
Science Lab Bldg.: Asbestos Abatement & Finish Restoration Study	42,000	-	42,000
Science Lab Pipe Replacement Study	10,000	-	10,000
Mckay Education Bldg.: New Elevator	497,000	-	497,000
Stewart Library: Ceiling Tile Replacement	185,000	-	185,000
Install High Efficiency Transformers- 42 Locations	495,000	-	495,000
Marriott Health Sciences Building Lighting Safety Upgrades	120,000	-	120,000
Chilled Water Plant Downstream Improvements	130,000	-	130,000
Science Lab Building Galv. Pipe Replacement	838,000	-	838,000
Dee Events Center Boiler Replacement	176,000	-	176,000
Davis Campus: Asphalt And Paving Repairs	155,000	-	155,000
Dee Events Center Power Factor	55,000	55,000	-
Subtotal	\$ 11,148,000	\$ 2,417,000	\$ 8,731,000

Southern Utah University

Library Roof Replacement	\$ 200,000	\$ 200,000	\$ -
Science Center Re Roof	55,000	55,000	-
Track Replacement: Stadium	500,000	500,000	-
Re-Construct Elevator And Hydraulic Lift System: Electronic Learning Center	125,000	125,000	-
Medium Voltage Switching System Upgrade: Phase II	150,000	150,000	-
Generator Replacement And Elevator Reconstruction: Randall Jones Theater	125,000	125,000	-
Acoustical Upgrade: Music And Multipurpose Buildings	84,000	84,000	-
Concrete And Asphalt Replacement: Coliseum, PE, Randall Jones.	150,000	150,000	-
Underground Fuel Tank Removal And Re-Landscape Between Heat Plant And Sharwan Smith	140,000	-	140,000
Chiller And Cooling Tower Replacement: Centrum	350,000	-	350,000
Chiller Replacement: Hunter Conference Center	265,000	-	265,000
Chiller Replacement: Bennion Building	320,000	-	320,000
Automation And Building Mechanical System Commissioning And Upgrade: Campus Sites	250,000	-	250,000
Parking Lot Improvement: Northeast Area Of Campus	90,000	-	90,000

Convert Woods Lab To Best Use Academic Space: Technology Building	250,000	-	250,000
Replace Stairway Between Music Building & ELC	500,000	-	500,000
Exterior Walkway And Parking Lot Lighting Improvements: Campus	200,000	-	200,000
Exterior Paths Of Travel Study And Improvements: Campus	120,000	120,000	-
Building Renovation: Harris Center	200,000	-	200,000
Water Conservation: Connect Irrigation To Cedar City Pressurized System	225,000	-	225,000
Boiler #3 Replacement: Heat Plant	1,200,000	-	1,200,000
Xeriscape Projects: Various Sites	50,000	-	50,000
Upgrade Womens And Mens Locker Room Area: Multi-Purpose Building	600,000	-	600,000
Door Locks: Classrooms And Labs	100,000	-	100,000
New Storm Drain: 300 West	300,000	-	300,000
Water Delivery System Improvements: Mountain Center	80,000	-	80,000
Roof Fall Protection Anchors	280,000	-	280,000
Re-Roof Hunter Conference Center	200,000	-	200,000
Extend Loading Dock At Receiving	200,000	-	200,000
Press Box And Locker Room Improvements: Coliseum	350,000	-	350,000
Various Asphalt Parking Lot Repair/Reconstruction	120,000	137,000	(17,000)
Subtotal	\$ 7,779,000	\$ 1,646,000	\$ 6,133,000

Snow College			
Elementary School Building Remodel (Business Building)	500,000	600,000	(100,000)
Washburn Building Motor Control Panel	125,000	-	125,000
Humanities Building Print Studio Hood System	300,000	300,000	-
Washburn Building Interior Doors/Hardware/Re-Key	150,000	150,000	-
Stadium House Roofing Project	60,000	-	60,000
Noyes Building Seamless Gutters, Soffit And Wood Shake Shingle Sealing	125,000	-	125,000
Washburn Building Restroom Remodel And ADA Upgrade	195,000	-	195,000
Campus Exterior Lighting/Security Upgrade - Ephraim	110,000	-	110,000
Science Building - Motor Control Upgrade & Switchgear Replacement	460,000	-	460,000
Richfield Admin. Bldg Stucco Restoration/Repair	30,000	30,000	-
Abatement Of Asbestos In Snow Hall Residential	180,000	-	180,000
Irrigation System Central Control System - Ephraim	115,000	-	115,000
Replacing Aging Irrigation System - Ephraim	600,000	-	600,000
Washburn Building - Electrical Upgrade To Cosmetology Including Ceiling Tiles & Lighting - R	125,000	-	125,000
Parking Lot West Campus (CDL Course) - Ephraim	300,000	-	300,000
Ephraim - Reconstruct Maintenance Facility Parking Lot	164,000	164,000	-
Subtotal	\$ 3,539,000	\$ 1,244,000	\$ 2,295,000

Dixie State College			
Kenneth Gardner Student Center Reroof	\$ 120,000	\$ 120,000	\$ -
Browning Classroom Addition And Remodel	1,068,000	1,068,000	-
North Plaza 1000 East Parking Lot	110,100	110,100	-
Hansen Football Stadium: Recaulking And Sealing Of The Concrete Bleachers Materials only	25,000	25,000	-
Encampment Mall Artificial Turf	750,000	-	750,000
Val Browning Science/Math Bld. Phase 1	2,500,000	-	2,500,000
North Instruction Building Remodel For Education	2,188,000	-	2,188,000
Education And Family Studies	1,193,000	-	1,193,000
Val Browning Science/Math Bld. Phase 2	2,500,000	-	2,500,000
Searle Drive Fire Lane Improvements	1,000,000	-	1,000,000
Dixie State College, Campus Fire Alarm System Improvements	490,000	-	490,000
Dixie State College, Campus Mural Refurbishment	15,500	-	15,500
Dixie State College, Campus Emergency Power And Lighting	565,700	-	565,700
Paving: General Campus Parking Lot Maintenance.	85,000	-	85,000
Subtotal	\$ 12,610,300	\$ 1,323,100	\$ 11,287,200

Utah Valley University			
LC Switch Gear Replacement	\$ 65,000	\$ 65,000	\$ -
Sprinkling System Repair	135,000	135,000	-
Parking Lot Z	100,000	100,000	-
Window Panel Replacement	350,000	350,000	-
Campus Concrete Repairs ADA	50,000	50,000	-
Wolverine Service Center HVAC Repairs	140,000	140,000	-
Activity Center Bleacher Repair	25,000	25,000	-
Replace Lower Fountain Vault	100,000	100,000	-
Repair/replace campus wide Transformers	100,000	100,000	-
Replace Old Westinghouse 120/208 1600 Amp Main, Switchboard + Metering In LC301A	100,000	100,000	-
Install Sump Pump And Alarm System In Outside Manholes West Of Cs Building	60,000	60,000	-
Repair Two Stairways And Concrete In Courtyard	150,000	150,000	-
GT 6th Level Entrance Stair And Flatwork Replacement	200,000	200,000	-
UVU Road Repair	550,000	550,000	-
Subtotal	\$ 2,125,000	\$ 2,125,000	\$ -

Salt Lake Community College			
RRC - Replace York Chiller TB	\$ 200,000	\$ 200,000	\$ -
RRC - Itstall VFD's Supply Fans - TB	100,000	100,000	-
RRC - Replace Condensate Line From TB To Heat Plant	60,000	60,000	-
RRC - New Cooling Tower & Enclosure For East Loop	400,000	400,000	-
RRC - Cooling Tower Fill Replacement	40,000	40,000	-
RRC - Replace Fire Alarm System - Lifetime Activities Ctr	60,000	60,000	-
SCC - Continuation Of Exterior Repairs	300,000	300,000	-

RRC - Stair And Ramp Replacement - Technology Building	100,000	100,000	-
SCC - SCM - Window Sill Repair and /Or Replacement	250,000	250,000	-
RRC - Emergency Generator - Daycare	50,000	50,000	-
MBC - Emergency Generator	150,000	150,000	-
RRC - Replacement Parts Cooling Tower Fan Assembly	100,000	-	100,000
RRC - Parking Lot U Overlay	250,000	250,000	-
JC - Upgrade To 52 Ton Air Cooled Compressor System	200,000	200,000	-
SCC - Replacement Of Galvanized Piping In North Wing	200,000	-	200,000
JC- AHU #1 Health Science Center	10,000	-	10,000
JC - VFD For Chiller #1 - DC	50,000	50,000	-
JC- Replace Boiler Loop Pumps - DC	18,000	-	18,000
RRC - Business Building Back Up Generator Replacement	50,000	50,000	-
College Wide Exterior Signage Replacement	750,000	-	750,000
RRC - Paving & Slurry Seal Maintenance	85,000	-	85,000
RRC - Replace Fire Alarm System - Student Center	95,000	-	95,000
RRC - Install Fire Suppression System - Student Center	400,000	-	400,000
Subtotal	\$ 3,918,000	\$ 2,260,000	\$ 1,658,000
USHE Total	\$ 93,909,206	\$ 28,108,100	\$ 65,801,106

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Paulien Facilities Space Study

Background

This past year, the Board of Regents instructed the Office of the Commissioner to work with the institutions and complete a new USHE Space Study with the goals of compiling an updated inventory of current USHE institutional facilities, reviewing and potentially updating space guidelines, and bringing clarity to space classifications across institutions. The last System-wide space study was completed in 1995, and the need to update that information was widely recognized.

Issue

The firm of Paulien & Associates was selected through an RFP process as the vendor of choice for this project. Paulien also conducted the earlier (1995) study, so the historical knowledge they have brought to the task has provided an additional benefit.

In early spring, an initial round of meetings was conducted with Commissioner's office staff and institutional representatives, for the purpose of further delineating the work plan necessary to accomplish the assigned tasks. Various issues to be addressed were reviewed, the changing status of several USHE institutions was highlighted, and the handling of specific facilities was discussed, as was the potential for change in several of the space guidelines.

Two committees were established to give direction to the study and move the project forward as follows:

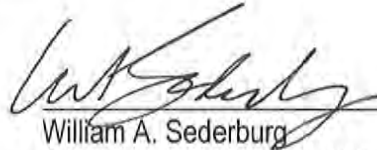
- Steering Committee composed of institutional representatives, OCHE staff, and representatives from the Division of Facilities Construction and Management (DFCM) and the Office of the Legislative Fiscal Analyst (LFA).
- Space Inventory and Guidelines Committee composed of representatives from each institution. This is the reconvening of a previous standing committee. It is intended that this committee continue to meet routinely after completion of the study to conduct an on-going discussion and review of space related issues in USHE.

A calendar of institutional site visits was prepared and the intended schedule and content for each of those site visits were reviewed. During the months of April and May, site visits to each institution have been made by members of the Paulien & Associates team, accompanied by members from the Commissioner's office. Each full-day visit has involved campus tours, a drill down of institutional-specific data and issues, and a general facilities issue discussion with members of central administration for each campus.

Upon conclusion of the site visits, Paulien & Associates will be preparing a final report that will be utilized by the recently reconvened Space Inventory and Guidelines Committee and others in driving the agenda for future USHE Facilities conversations.

Commissioner's Recommendation

This is an information item only, provided for the purpose of updating Regents with regard to current progress on the Space Study project; no action is necessary.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, USU-College of Eastern Utah, and Salt Lake Community College request approval to offer an Associate of Applied Science Degree in General Technology.

Issue

Officials at Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, USU-College of Eastern Utah, and Salt Lake Community College request approval to offer an Associate of Applied Science Degree in General Technology, effective Fall Semester 2011. The Regents' Program Review Committee approved the proposed degree on April 13, 2011 and recommended it be moved to the full board for approval.

Background

Regents Policy R473 "Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats" was approved on February 4, 2011. As a result, selected Utah System of Higher Education (USHE) institutions are requesting approval to offer an Associate of Applied Science Degree in General Technology. This degree will allow students at the Utah College of Applied Technology (UCAT), who complete selected 900-hour Certificate Programs, to articulate with the AAS in General Technology Degree at USHE institutions.

The Associate of Applied Science (AAS) Degree in General Technology has been designed to provide an option for students who have completed a certificate of technical specialty, equivalent to 30 semester credit hours, either in a credit-bearing or a non-credit bearing format, to further their education by completing an Associate of Applied Science Degree at selected Utah System of Higher Education (USHE) institutions where UCAT program articulation agreements have been implemented.

Degree Structure: The proposed AAS Degree in General Technology consists of a general education component, a technical specialty, and choice of emphasis such as business or technology. Following the approved structure for the degree, the course requirements in each category will vary at each USHE institution offering the degree. (See Appendix for detailed curriculum from selected USHE institutions.)

Policy Issues

Responsibility for design, approval, and implementation of the curriculum is vested in USHE institutions. Each institution has clearly established channels for approval of courses and programs. These curriculum processes are designed to adhere to high standards of teaching and learning. At each of the institutions requesting the approval of this degree, those standards and procedures are being followed. To date, each of the institutions has approved the overall structure of the degree. In addition to the approval of the structure of the degree, Utah State University, Southern Utah University, Snow College, Dixie State College, and USU-College of Eastern Utah have approved specific course requirements. Those course requirements are included in the Appendix. Weber State University and Salt Lake Community College are finalizing their specific course lists. These institutions will submit those lists to the Office of the Commissioner as soon as the curriculum approval process has been completed at those campuses. The individual course lists will then be reviewed by the Office of the Commissioner for consistency with the approved degree structure. Once the individual institutional programs have been approved, each institution will work with appropriate UCAT institutions to develop articulation agreements with selected programs where such agreements make sense.

Utah Valley University has an approved AAS degree in Technology and will use that approved degree to articulate with certificate programs coming from UCAT campuses. Specific course lists from UVU are also included in the Appendix.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request to offer the Associate of Applied Science Degree in General Technology, effective Fall Semester, 2011.



William A. Sederburg, Commissioner

WAS/GSW
Attachment

SECTION I: The Request

Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, USU-College of Eastern Utah, Utah Valley State University, and Salt Lake Community College request approval to offer an Associate of Applied Science Degree in General Technology effective Fall Semester, 2011.

SECTION II: Program Description

The Associate of Applied Science (AAS) Degree in General Technology has been designed to provide an option for students who have completed a certificate of technical specialty, equivalent to 30 semester credit hours either in a credit-bearing or a non-credit bearing format, to further their education by completing an Associate of Applied Science Degree at selected Utah System of Higher Education (USHE) institutions. Regents Policy R473 (Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats) provides a process for students completing technical training in a nontraditional format to use that training in satisfying a portion of the requirements for an AAS Degree. The proposed AAS Degree in General Technology consists of a general education component, a technical specialty, and choice of an emphasis in business or technology. Following the approved structure for the degree, the course requirements in each category will vary at each USHE institution offering the degree. (See Appendix A for detailed curriculum at each institution.)

Purpose of Degree

The purpose of this proposed degree is to further the educational pathway choice for students who have completed a certificate in a technical area and now wish to build on that foundation. The demand for skilled workers has remained strong through the recent recession. This demand for technical skills is being driven by both growth in many technical sectors, and by an aging workforce in these technical occupations.

The expected outcomes of the proposed degree are that students will have obtained a specific technical skill in demand by business and industry, and then additional general education, technology or business skills that business and industry are indicating are lacking in many technical graduates.

Institutional Readiness

The proposed AAS in General Technology will be administered by the appropriate Career and Technical Education instructional department on the USHE campus. Each of the institutions proposing this degree has a component of their mission that they provide training for the workforce. Each of the institutions has the necessary infrastructure to support and implement the degree through their existing Career and Technical Education offering.

Faculty

Each USHE institution has faculty in place to support and oversee this proposed degree. If the technical specialty is provided by a third party, each institution will execute a written articulation agreement with the third party. The written credit articulation agreement will specify the terms and conditions for articulating the instructional competencies in the technical specialty to ensure that the competencies are congruent with standards and competencies required by the USHE institution. The appropriate faculty will be involved in assessing the competencies and appropriately articulating the credit. No new faculty will be required by the USHE institutions to implement this degree, for the institutional component or for the credit articulation for work completed by the student by the third party.

Staff

No new staff positions will be needed for implementation of the proposed degree on any campus.

Library and Information Resources

Since the courses required for this proposed degree are already in existence, library and information resources at the institutions are adequate to support the addition of this degree option.

Admission Requirements and Conditions for Posting Credit

Students admitted to the proposed program will follow the regular admission process for the USHE institution offering the degree. When the technical specialty is completed at a third party institution, the following process will be followed as specified in Regents Policy R473. Upon fulfillment of the institutional requirements for the AAS in General Technology, the student will be able to use the yearlong technical certificate to satisfy the existing technical specialty required in the A.A.S. degree if a credit articulation agreement acknowledging the yearlong technical certificate is in place. Credit for work completed at a third party will be posted at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's grade point average. Upon successful completion of all program requirements, the student will be awarded the Associate of Applied Science Degree.

Student Advisement

Each USHE institution offering the proposed degree will provide advising for the students accepted into this degree program. No additional advising staff will be necessary.

Justification for Number of Credits

The proposed degree is an AAS degree requiring 63 to 69 credits, which is within the 63 - 69 credit range of the Board of Regents' policy.

External Review and Accreditation

Each USHE institution offering Career and Technical Education instructional programs maintains program advisory committees (PAC) that give direction to the technical programs. The individual advisory committees will continue to validate curriculum used in the technical specialties, including the technical specialty credit awarded in this program.

Projected Enrollment

There are a large number of technical certificates awarded by the USHE institutions and the Utah College of Applied Technology (UCAT), however, the number of students desiring to pursue the degree is unknown. There is indication that the demand will be sufficient to justify offering the proposed degree.

SECTION III: Need**Program Need**

House Bill 15, Career and Technical Education Amendments, directs the Board of Regents to support articulation agreements between the Utah College of Applied Technology and other institutions of higher education. Each of the USHE institutions have existing policies governing the transfer and granting of credit for course work obtained from an outside educational provider. Accreditation standards also dictate a process for an institution to follow in awarding credit for work completed by third parties. In an effort to comply with House Bill 15, the Utah State Board of Regents has passed a policy giving guidelines and

direction for "Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats". This policy specifically provides for articulation between a 900-membership-hour program to fulfill the requirement for a block of technical specialty work in an AAS Degree in General Technology. This proposed degree will provide this opportunity.

Labor Market Demand

A recent report coauthored by Deloitte, Oracle, and the Manufacturing Institute reinforces the fact that the United States is experiencing an unemployment rate around 9 percent, but facing a skilled worker shortage. High-tech U.S. companies are suffering from a shortage of qualified skilled technical workers, and baby-boomers have delayed their retirement because of the current financial crisis. As the economy improves, large numbers of what Peter Drucker termed "knowledge technologists" will leave the workforce. For instance, forty percent of Boeing workers will be eligible for retirement within five years. Thirty-two percent of U.S. manufacturers report a skill shortage in the midst of this great recession. According to Edward Gordon, "Winning the Global Talent Showdown", America's businesses have chronically underinvested in training their own workers, or helping support higher quality science/math education programs in their communities to better prepare youth for careers in a high-tech world economy.

The proposed AAS Degree in General Technology will help address the shortage of skilled workers who have additional education to will give them an advantage in competing in today's global workforce.

Student Demand

There is no way to determine the exact student demand for this program. The Utah College of Applied Technology offers more than 40 certificates that give students a technical specialty. All indications are that the student demand for this program will be strong.

Similar Programs

At the present time, Utah Valley University has an AAS Degree in Technology which is similar to the proposed program. No other USHE institutions have an AAS Degree that is structured in the way that the proposed degree in general technology is structured.

Collaboration with and Impact on Other USHE Institutions

All institutions within the USHE System have been involved in the discussions of Regents' Policy R473 and the potential creation of the AAS Degree in General Technology.

Benefits

Implementing the proposed AAS Degree in General Technology will give students a pathway leading to an AAS degree that is designed to combine specific technical skill with a foundation of general education and business or technology-related work skills.

Consistency with Institutional Mission

Each of the USHE institutions proposing to offer the proposed degree has a component of their mission statement focused on preparing students to enter the workforce. The AAS Degree in General Technology is consistent with the direction of the USHE system and member institutions.

SECTION IV: Program Assessment

Program Assessment and Standards of Performance

The primary goal of this proposed program is to provide a pathway for individuals who have completed a technical specialty an opportunity to complete additional college work leading to an Associate of Applied Science Degree. At the completion of the AAS degree students will have the opportunity to find employment in their technical specialty. Each of the institutions offering the degree will track student's progress and provide timely information to the students on their progress. The specific objectives for each degree will be measured at the individual institution.

SECTION V: Finance

Budget and Funding Sources

The proposed program will be funded through existing institutional resources. No new courses, faculty, or resources will be required to implement the proposed program.

Impact on Existing Budgets

The impact on existing budgets should be minimal.

A.A.S. in General Technology
Utah State University and USU-CEU

Course #	Course	Opt. Credits	Req. Credits
General Education Requirement			
ENGL 1010	Introduction to Writing		3
ECON 1500	Introduction to Economic Institutions		3
<i>Complete one of the following (Either QL or MA)</i>			
MATH 1020	Trade Mathematics	3	
MATH 1030	Quantitative Reasoning	3	
MATH 1050	College Algebra	4	
STAT 1040	Introduction to Statistics	3	
	Any Approved Physical Science		3
	Any Approved Humanities		3
Total			15/16
Technical Speciality			
Technical Speciality and Institution			
Total			30
Choice of Emphasis		Emphasis Total	Degree Total
Emphasis in General Business		15	60/61
Emphasis in Technology Systems		21	66/67
Emphasis in Allied Health Systems		16	61/62
Emphasis in Design and Creative Arts		21	66/67
General Business Emphasis		Technology System Emphasis	
<i>Choose one of the following</i>	3	ETE 1000	Orientation to Engineering Technology 1
MGT 1350	Introduction to Business	ENGN 1000	Introduction to Engineering 2
BUSN 1310	Introduction to Business Management	ETE 1040	Construction and Estimating 3
		ETE 2020	Computer-Integrated Manufacturing 3
<i>Choose one of the following</i>	3	<i>Choose one of the following</i>	3
OSS 1550	Business Correspondence	OSS 1550	Business Correspondence
BUSN 2200	Business Communication	BUSN 2200	Business Communication
<i>Choose one of the following</i>	3	<i>Choose one of the following</i>	3
ACCT/ACTG 2010	Financial Accounting Principles		
BCIS 2010	Business Computer Apps	ETE 1200	Computer Aided Drafting and Design
BUS 3100	Survey of Managing Information Systems	EDDT 1040	CAD Level I
<i>Choose one of the following</i>	3	<i>Choose one of the following</i>	3
MIS 2100	Principles of Managing Information Systems	ETE 1010	Engineering Communications
BUSN 2930	Organizational Behavior	EDDT 1070	CAD Level II
<i>Choose one of the following</i>	3	<i>Choose one of the following</i>	3
MIS 2200	Business Communication	ETE 1030	Material Processing
BUSN 2320	Small Business Management	ENGN 2240	Surveying
		<i>Choose one of the following</i>	3
		ETE 2270	Computer Engineering Drafting
		EDDT 1500	Introduction to Geographic Information Systems
TOTAL		15	TOTAL 21
DEGREE TOTAL		60/61	DEGREE TOTAL 66/67

Utah State University and USU-CEU (Continued)

Allied Health Systems Emphasis

HEP 2500	Health and Wellness	2
HEP 200	First Aid and Emergency Care	2
NFS 1020	Science and Application of Human	3
HEP 3000	Drugs and Human Behaviour	3
HEP 3600	Community Health	3

Choose one of the following

FCHD 1500	Human Development Across Lifespan	3
FAML 2610	Child Guidance	

Choose one of the following

OSS 1550	Business Correspondence	3
BUSN 2200	Business Communication	

Design and Creative Arts Emphasis

<i>Choose one of the following</i>		3
ID 1740	Computer Applications in Design	
EDDT 1010	Tech Drafting	

Choose one of the following

ID 1750	Design in Everyday Living	3
EDDT 1040	CAD Level I	

Choose one of the following

ID 1790	Interior Design Theory	3
EDDT 1070	CAD Level II	

Choose one of the following

ART 1010	Exploring Art	3
ART 2400	Computers and Art	
ART 1600	Foundations of Computer Graphics	

Choose one of the following

LAEP 1350	Theory of Design	3
EDDT 1100	Res. Architectural Drafting	

Choose one of the following

OSS 2400	Web Design Applications	3
BCIS 1300	Introduction to Web Page Design	

Choose one of the following

BUSN 2320	Small Business Management - ATE	3
BUSN 2390	Organizational Behavior	

TOTAL		16	TOTAL		21
DEGREE TOTAL		61/62	DEGREE TOTAL		66/67

A.A.S. in General Technology

Southern Utah University

Course #	Course	Opt. Credits	Req. Credits
General Education Requirement (Construction Technology)			
ENGL 1010	Introduction to Writing		3
MATH 1050	College Algebra (or any other MATH class requiring college algebra as a pre-requisite)		4
ECON 2010	Microeconomics		3
	Any Approved Physical Science		3
	Any Approved Humanities		3
		Total	16
Technical Speciality			
Technical Speciality and Institution			
		Total	30
Construction Technology Emphasis			
ENGR 2240	Surveying with GPS (Fall)		2
ENGR 2245	Surveying with GPS Lab (Fall)		1
CM 3270	Building Codes (Fall)		3
CM 3240	Estimating and Bidding (Spring)		2
CM 3880	Scheduling and Cost Control (Spring)		3
MGMT 3180	Management and Organizations (Fall/Spring)		2
MGMT 3210	Entrepreneurship (Fall)		3
MGMT 3240	Human Resource Management (Fall/Spring)		3
		Total	19
DEGREE TOTAL			65
General Education Requirement (Business)			
ENGL 1010	Introduction to Writing		3
Complete one of the following			
<i>Math: Choose one of the following</i>			
MATH 1040	Introduction to Statistics	4	4
MATH 1050	College Algebra	4	
<i>Social Science: Choose one of the following</i>			
PSY 1010	General Psychology	3	3
SOC 1010	Introduction to Sociology	3	
	Any Approved Physical Science		3
	Any Approved Humanities		3
		Total	16
Technical Speciality			
Technical Speciality and Institution			
		Total	30
Business Emphasis			
ECON 2010	Microeconomics		3
ECON 2020	Macroeconomics		3
CSIS 2010	Computer Applications		3
ACCT 2010	Accounting Principles		3
ACCT 2020	Managerial Accounting		3
MGMT 3210	Entrepreneurship		3
Choose one of the following			
MGMT 3180	Management and Organizations	3	3
MKTG 3010	Marketing Principles	3	
		Total	21
DEGREE TOTAL			67

A.A.S. in General Technology
Snow College

Course #	Course	Opt. Credits	Req. Credits
General Education Requirement			
ENGL 1010	Introduction to Writing		3
<i>Complete one of the following</i>			4
MATH 1050	College Algebra/Pre-Calculus	4	
MATH 1100	Applied Calculus	4	
MATH 2040	Applied Statistics	4	
<i>Complete one of the following</i>			3
BMGT 1170	Human Relations	3	
HFST 2400	Family Relations	3	
Total			10

Technical Speciality

Technical Speciality courses must be approved by the corresponding Snow College department and meet the specific objective of the student.

Total		30
Choice of Emphasis		
Emphasis in Business	Emphasis Total	Degree Total
	28	68
Emphasis in Technology	28	68

Business Emphasis			Technology Emphasis		
BMGT 1010	Introduction to Business	3	CIS 1080	Introduction to Information Technology	3
BMGT 1060	Business Management Accounting	3	CIS 1050	Logical Analysis and Programming	3
BMGT 1210	Personal Finance	3	CIS 1140	Networking Technologies	3
BMGT 2050	Business Law	3	CIS 1121	PC Hardware	3
BMGT 2650	Principles of Management	3	CIS 122	PC Operating Systems	3
BT 1010	Introduction to Computers and Business	3	CIS 1501	Visual Basic Programming	3
BT 1700 /	Professional Business Leadership	1	BT 1100	Digital Media Tools	4
BMGT 1500					
BT 2200	Business Communication	3	BT 1801	Web Page Design	3
BT 2450	Presentations for Business	3			
<i>Choose one of the following</i>		3	<i>Choose one of the following</i>		3
BT 2010	Business Computer Proficiency		CIS 1811	Web Site Development	
BT 2400	Spreadsheets for Business		BT 2120	Web Development Essentials	
TOTAL		28	TOTAL		28
DEGREE TOTAL		68	DEGREE TOTAL		68

A.A.S. in General Technology**Dixie State College**

Course #	Course	Opt. Credits	Req. Credits
General Education Requirement			
ENGL	1010	Introduction to Writing	3
LIB	1010	Information Literacy	1
BUS	1370	Human Relations	3
BUS	1060	Pre-Employment Seminar	1
CIS	1200	Computer Literacy	3
Complete one of the following			
MATH	1030	Quantitative Reasoning	3
MATH	1040	Introduction to Statistics	3
MATH	1050	College Algebra/Pre-Calculus	4
MATH	1080	Math of Technology	3
STAT	2040	Business Statistics	4
Total			14/15
Technical Speciality			
Technical Specialty hours or credits must be through an approved articulation agreement between the third party and DSC with a certificate of completion document from the third party as outlined in Regents Policy R473.			
Total			30
Business Emphasis			
ACCT	1010	Applied Business Accounting	3
Complete c	1435	Financial Recordkeeping: QuickBooks	1
ECON	1010	Economics of Social Issues	3
COMM	2110	Interpersonal Communication	3
FIN	1750	Personal Finance	3
MGMT	2600	Entrepreneurship	3
MKTG	2550	Marketing Essentials	3
Total			19
DEGREE TOTAL			63/64

Discipline Core Requirements

COURSE NUMBER	COURSE TITLE	CR	PREREQUISITES
TECH1000	Experiential Credit Portfolio Development and Assessment - This requirement may be satisfied by R473 Matriculation Agreement. (2)	2	
INFO1100	Exploring the Digital Domain	3	
TECH110R	Technical Experiential Credit - This requirement may be satisfied by R473 Matriculation Agreement. (6)	6	TECH1000
TECH1010	Understanding Technology	3	
TECH2010	Supervision in Technology	3	
Technical Area Credits	With advisor approval, students must select a minimum of 6 credits. See catalog for 2yr AAS programs for course selection -This requirement may be satisfied by R473 Matriculation Agreement. (6)	6	

Total Discipline Core Requirement Credits
23 credits
Elective Requirements

COURSE NUMBER	COURSE TITLE	CR	PREREQUISITES
Students must select a minimum of 24 credits of electives from the following or other Advisor approved course work:			
TECH110R	Technical Experiential Credit	1 to 10	TECH1000
ANTH101G	Social/Cultural Anthropology	3	
BIOL1010	General Biology	3	See Catalog
BIOL1015	General Biology Laboratory	1	
BIOL1070	Heredity	3	
CHEM1010	Introduction to Chemistry	3	
CHEM1110	Elementary Chemistry for Health Sciences	4	MAT1010
CHEM1115	Elementary Chemistry Laboratory	1	CHEM1010 or CHEM1110
CLSS1000	University Student Success	3	
CLSS1200	7 Habits of Highly Effective People	3	
COMM1050	Intro to Speech Communication	3	
COMM1500	Intro to Mass Communication	3	
COMM2010	Mass Communication and Society	3	COMM1500
ENGR1000	Intro to Engineering	3	MAT1000 or MAT1010
ENVT1110	Intro to Environmental Management	3	
ENVT1510	Hazardous Materials Emergency Response	3	
ENVT2600	Skills for Humanitarian Projects	3	
GEO1010	Intro to Geology	3	
GEO1015	Intro to Geology Laboratory	1	
MAT1010	Intermediate Algebra	4	See Catalog
PHSC1000	Survey of Physical Science	3	
PHYS1010	Elementary Physics	3	
PHYS3800	Energy Use on Earth	3	(PHYS 1010 or PHSC 1000 or CHEM 1010 or GEO 1010 or GEO 2040 or METO 1010) and MATH 1050

Additional Technical Area credits as approved by advisor

Sixteen (16) credits may be satisfied by R473 Matriculation Agreement.

16

Foreign Language Credits - Students may select up to 10 credits of a foreign language

up to 10

Total Elective Requirement Credits
24 Credits
General Education

COURSE NUMBER	COURSE TITLE	CR	PREREQUISITES
MGMT2200, or ENGL 1010	Business Communication, or Introduction to Writing	3, or 3	No prerequisites, or See Catalog
EDGT 1600, or MATH 1030 or MATH 1040 or MATH 1050	Technical Math--Algebra, or Quantitative Reasoning or Introduction to Statistics (recommended) or College Algebra	3 to 4	See Catalog for corresponding Math requirement
HLTH1100 or PE-S1097 or Safety or Environment	Personal Health and Wellness or Fitness for Life or	1	
Humanities or Fine Arts	Choose from list on back	3	
Social/Behavioral Science	TECH2000 required	3	
Biology or Physical Science	Choose from list on back	3	

Total General Education Credits
16 credits
Total Credits Required for Applied Associates Degree
63 credits
Graduation Requirements

1. Complete a minimum of 63 semester credits
2. Overall grade point average of 2.0 or above.
3. Residency hours - Minimum of 20 credit hours through course attendance at UVU.
4. Completion of GE and specified department requirements
5. This degree MAY apply towards the BS in Technology Management, if the majority of course work is in a related technical area and has been approved

May 11, 2011

MEMORANDUM

FROM: William A. Sederburg
TO: State Board of Regents
SUBJECT: University of Utah – Minor in Portuguese and Brazilian Studies

Issue

The University of Utah requests approval to offer a Minor in Portuguese and Brazilian Studies, effective Fall 2011.

Background

The Minor in Portuguese and Brazilian Studies is designed to serve students interested in achieving a high level of linguistic competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. The Minor in Portuguese and Brazilian Studies would be particularly appropriate for students with a major or another minor in any of the other Romance languages offered by the Department of Languages and Literature and for those in Political Science or International Studies. Knowledge of Portuguese and a familiarity with Brazilian culture are crucial for anyone interested in Latin American Studies.

The Minor in Portuguese and Brazilian Studies requires a minimum of 18 upper-division credit hours of which at least 12 must be listed under Portuguese. The remaining 6 credits can be taken in area-related courses listed under other departments.

Portuguese is the 7th most spoken language in the world and has as many native speakers as French and German combined. The language is spoken in eight different countries on four continents. Brazil, one of the leading trading partners of the State of Utah, currently has the 10th largest GDP in the world and the largest in Latin America. Adding a degree that certifies a level of linguistic and cultural competence will increase the marketability of many of the University's current degrees.

Enrollments in Portuguese at the University of Utah and at other institutions in the state have shown consistent growth over the past decade. The University of Utah already has a significant number of proficient Portuguese speakers among its student body. These students currently populate the Portuguese language and culture courses and would be a logical audience for a Minor in Portuguese and Brazilian Studies. During the Spring 2010 semester, 28 Portuguese students were surveyed to inquire about their

interest in a potential Minor in Portuguese and Brazilian Studies. All the students polled indicated a strong interest in pursuing a minor if available.


Since the program repackages existing courses, it will not require the addition of new faculty or staff. Thus, the need for new funding is not anticipated.

Policy Issues

Minor issues over the name of the degree and country studied were quickly resolved. No policy issues were raised.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the University of Utah's request to offer a Minor in Portuguese and Brazilian Studies.



William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Minor in Portuguese and Brazilian Studies

University of Utah

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 11, 2011

Section I: The Request

The University of Utah requests approval to offer a Minor in Portuguese and Brazilian Studies effective Fall 2011.

Section II: Program Description

Complete Program Description

The Portuguese and Brazilian Studies Minor requires a minimum of 15 upper division credit hours, of which at least six have to be taken at the University of Utah. All courses must be passed with a grade of "C" or better.

In order to be admitted into the Minor, students will have to complete four semesters of Portuguese language (PTGSE 2020) or its equivalent. These prerequisite courses are designed to provide a foundation in basic language and Luso-Brazilian culture. A list of courses to be offered as part of the program is included in Appendix A. In addition to the courses on this list, students may petition the program advisor to accept classes not listed. Other units on campus can propose courses to be added to this list.

Purpose of Degree

According to the Modern Language Association's survey published in 2007, Portuguese is the 12th most popular language on college campuses in the United States. Enrollments in Portuguese have increased by 22.4% between 2002 and 2007, compared to 10.3% in Spanish, 2.2% in French and 3.5% in German. The University currently offers academic degrees in the 11 most popular languages. Considering the growth of Portuguese and the increased presence of the language in the state, it makes sense to add Portuguese to the list of languages in which University of Utah students can obtain a minor.

The University's International Studies (IS) major already gives the students the opportunity to choose an emphasis on Latin American Studies that requires at least six area credits at the 3000 level. The Minor in Portuguese and Brazilian Studies would be an attractive addition for those students who choose Brazil as their main Latin American focus.

As the flagship institution in the state, the University of Utah has a responsibility to aid local and state economic development. The proposed Minor in Portuguese will give University of Utah students a professional level of competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. These skills will prepare the students to enter an increasingly demanding and global market force in which linguistic and cultural proficiency are no longer an extravagance but an essential skill.

Institutional Readiness

The new Portuguese and Brazilian Studies Minor entails the packaging of existing courses that are regularly taught by different units on campus into a coherent program to ensure that students have the opportunity to pursue studies in Portuguese in a structured way. Organizing the Minor in this way not only takes advantage of existing resources and areas of strength, but also creates an interdisciplinary program that is consistent with many other Portuguese minors offered at peer institutions (see for example the description of the programs offered at Notre Dame or the U. of Maryland below). The field of Languages and Cultures is currently shifting towards offering more interdisciplinary degrees, which is also consistent

with the University of Utah's current emphasis on internationalization and interdisciplinarity. The proposed Minor does not include the addition of new courses nor does it require additional library resources. The Department of Languages and Literature teaches 20 languages. Students can currently pursue Bachelor of Arts degrees in eight of them plus interdisciplinary BAs in four more. In one additional language the Department offers a standalone minor. The proposed Minor in Portuguese would follow the same structure as the current minors and would, therefore, be seamlessly integrated into the existing curricular and administrative structures of the Department and would only require small adjustments to the current advising systems.

Advising for the program will be integrated into the existing model for all the other majors and minors in the Department (see Student Advisement section below).

The new Minor will consolidate the current offerings in Portuguese language at the lower and upper division levels. The Language Department currently teaches the lower level language sequence (1st and 2nd year courses) as a way for students to fulfill the Bachelor of Arts language requirement in Portuguese. Additional courses at the 3000 and 4000 levels are taught to serve the current needs of students who come with an already high level of proficiency and want to do advanced coursework in the language. However, other than personal enrichment and additional upper division credit hours, and without the possibility of adding a minor, these upper division courses do not serve any practical purpose in the academic program or the resume of advanced speakers.

The Department of Languages and Literature has been collaborating with Fulbright to bring Foreign Language Teaching Assistants (FLTAs) to campus every year since 2008. These native speakers serve as ambassadors for Brazilian culture on campus and do a lot of the recruiting at the lower levels through the Brazilian club, which they run.

The Minor in Portuguese and Brazilian Studies will also support the emerging emphasis in Brazilian Studies within Latin American Studies (LAS) and elevate the LAS Program by encouraging language proficiency in Portuguese in addition to Spanish, the two major languages of Latin America, a hallmark of nationally ranked programs.

The University already has the technology resources necessary to deliver this program. The Department operates the DiBona Center for Educational Technology (DCET). The DCET is an open lab for university-wide users but more specifically serves the needs of the departments housed within the College of Humanities and particularly the Department of Languages and Literature. The DCET has a technical specialist whose main role is to strengthen the Center's mission to facilitate technology-enhanced language learning and assist the Department in identifying cutting-edge technology methods to enhance curriculum delivery.

Faculty

No additional faculty will be needed during the first five years of the program. There are currently two tenure-track assistant professors that are considered the core faculty of this program since their teaching is 100% related to Brazil. A third assistant professor teaches a minimum of 30% of her load on Brazilian topics. Most of the lower-level language courses are taught by a full-time associate instructor, a native of Brazil who holds an MA degree. Additionally, the Department has hosted one Fulbright teaching assistant from Brazil each of the last three years. The Department will continue the relationship with Fulbright and make the presence of these assistants a regular component of the program.

Faculty in charge of the language courses are integrated into the Department's regular system of training and professional development. They receive training, support and supervision on teaching methodologies and technology integration.

Staff

No additional staff are needed or anticipated.

Library and Information Resources

The Marriott Library provides an on-line research guide for Latin America and the Caribbean and employs a content specialist. In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. The Marriott Library provided start-up money for a New World Newspaper Archive, whose first project is a Latin American Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute (Washington, D.C.), which included over 400 films and 1000 cassettes and CDs of classical and popular music. Many of the sound recordings and films are historical documents that are difficult to find elsewhere. The Marriott Library has also recently established an international and interdisciplinary team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team works closely with faculty and students to provide detailed research and instruction and prioritize collection choices. As a member of the Center for Research Libraries, the Marriott Library also has access to borrow specialized materials pertaining to Latin American Studies.

Admission Requirements

As with the other minors, in order to be admitted into the Minor, students will have to complete two years of Portuguese language courses (PTGSE 2020) or show proficiency at the 3rd-year level by taking a placement test.

Student Advisement

Once a student successfully completes PTGSE 2020 with a C or better he/she may meet with the Department's academic advisor to discuss the Minor requirements and graduation timeline. Students may at that time declare the Minor. As with all of the department's minors, students are encouraged to meet with the department's academic advisor once a semester to ensure successful completion of the Minor. When the student applies for graduation, he/she will bring a DARS and the graduation application to the departmental advisor for approval.

Justification for Graduation Standards and Number of Credits

As the other language minors in this Department, the Minor in Portuguese and Brazilian Studies requires 15 hours at the 3000 level or above. Students are expected to achieve a minimum proficiency level of Intermediate-high by the time of completion of their degree as well as a broad knowledge of the history and culture of Brazil. Minors in Portuguese will also have had an opportunity to gain a deeper knowledge of Brazilian-related areas that are tied to their other areas of interest (major or second minor).

External Review and Accreditation

No external consultants were involved in the development of the proposed program. No special professional accreditation is required for the proposed program. In crafting the requirements for the major,

the LAS and L&L faculty examined other Portuguese programs comparable to the one proposed here at universities around the country.

Projected Enrollment

Year	Projected enrollment
1	15
2	20
3	25
4	30
5	35

Section III: Need

Program Need

A Minor in Portuguese and Brazilian Studies is long overdue at the University of Utah. With strong labor market and student demand that reflects deepening economic, social, and political ties to Brazil as well as the large number of Portuguese-speakers on campus and in the state, the need for a formal undergraduate program in Portuguese is more pressing than ever. The proposed Minor would build on and integrate courses in Portuguese currently offered at the University of Utah to provide students with a cohesive program of study that demonstrates language and cultural competencies.

Labor Market Demand

Students graduating from the University of Utah increasingly confront a job market that demands knowledge of and competency in foreign cultures and languages, a reflection of ongoing globalization and demographic shifts at home.

As the economic powerhouse of Latin America, Brazil has strong economic, social, and cultural ties to the region, state, and nation. Brazil represents an ever-growing marketplace for employment, a situation unlikely to change in the short or medium term. Currently, Utah has trade representatives in three Latin American countries—Brazil, Chile, and Mexico. Visitors from Brazil are increasingly important to Utah tourism, including the ski industry. The Park City Chamber and Visitors Bureau, for example, reports that among seven key international markets for visitors to Park City ski resorts, Brazil (along with Mexico) currently shows the strongest growth.

The adult population of Utah includes thousands who have built careers in business, government, and education after having lived in Brazil; many maintain personal ties or establish businesses there. In fact, during the Language Flagship business summit in Salt Lake City in May 2009, Portuguese was included in the list of currently and urgently needed languages in the business community of Utah. And the Utah State Office of Education also includes Portuguese in the list of languages for which licensure candidates can obtain an endorsement. Graduates who can demonstrate relevant language and cultural competencies are advantageously positioned in the job market.

The State of Utah Language Roadmap includes language policy recommendations brought forward from the Governor's Language Summit. Portuguese is one of six focus languages identified in the Roadmap and

will, therefore, be a language taught at the elementary level in the state which implies that Portuguese will be a teaching profession in Utah in the near future. Evidence of this trend is the fact that Brigham Young University recently approved a Portuguese Teaching Major that went into effect this Fall. The University of Utah already has a master's degree (Master of Arts in World Languages) that prepares students to teach in the public schools. With the new Minor in Portuguese and Brazilian Studies (combined with a BA in a second foreign language, area studies or a subject taught in Utah secondary schools) University of Utah students will be able to achieve certification and teach Portuguese in the public schools.

Student Demand

Enrollment patterns in upper-division Portuguese courses taught since Fall 2001 demonstrate consistent student demand (see table in appendix). Student advisors and the Portuguese/Brazilian Studies specialist in the Department of Languages and Literature also report that students express a strong interest in a Minor in Portuguese.

Many undergraduates enrolled at the University of Utah have served a mission for the Church of Jesus Christ of Latter Day Saints (LDS); currently, Brazil is the largest LDS mission field in the world outside of the United States. Returned missionaries often seek formal coursework or degree programs related to this formative experience, creating significant demand for Portuguese language and Brazilian Studies courses at the University of Utah.

The University of Utah has a central role to play in meeting labor market and student demand, especially for Portuguese language and Brazilian Studies, where demand is high and until recently lacked programmatic development. With the recent hire (2009-2010) of a specialist in Portuguese/Brazilian Studies in the Department of Languages and Literature, the University of Utah is now in a position to create a formal degree program in Portuguese to begin to meet labor market and student demand.

Similar Programs

The other institutions in USHE that currently offer a Minor in Portuguese include Utah State University and Utah Valley University. Brigham Young University has one of the largest programs in Portuguese in the country, with four full time tenure track faculty positions and they recently added a teaching minor in Portuguese effective 2010. Adding a Portuguese Minor would allow the University of Utah to meet labor market and student demand for undergraduates on campus.

The Portuguese Minor proposed here most closely parallels the one at Brigham Young University, which similarly requires 18 credit hours; a third-year language course; two core courses (Brazilian Culture and Civilization and Survey of Brazilian Literature); and two electives (for a total of six credit hours). The minor at Utah State University, which requires only 13 credit hours total, has the same requirements as the minor proposed here short the electives. The minor at Utah Valley University differs significantly in that it pairs the study of Portuguese with the study of another language. See Appendix B for a complete description of these programs.

Collaboration with and Impact on Other USHE Institutions

In writing the proposal for a Minor in Portuguese and Brazilian Studies, existing programs at the other institutions in the state have been examined and their respective chairs have been contacted for input.

Benefits

In addition to preparing students with linguistic and cultural competencies, the Minor in Portuguese and Brazilian Studies would also support the future development of the Latin American Studies program on campus. Along with Spanish, a Portuguese degree program (minor and major) is a given in Latin American Studies programs nationwide. It would support the recently established major in Latin American Studies (effective fall 2009) as well as future Latin American Studies curricular initiatives at the undergraduate and graduate levels. And it is critical to apply successfully for external government funding, including the Latin American Studies goal to acquire US Department of Education National Resource Center (NRC) status in the next application cycle (2013).

A Portuguese program would also be an invaluable addition to the graduate program in Spanish (Latin American literature) at the University of Utah. All the top Spanish programs in the nation provide their graduates an extensive background in Brazilian literature and culture.

The Minor in Portuguese and Brazilian Studies also supports the internationalization initiative at the University of Utah, supporting the creation of study abroad programs in Brazil; faculty and student exchanges with Brazil, and formal relationships with Brazilian institutions.

Consistency with Institutional Mission

The proposed Minor in Portuguese and Brazilian Studies addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. In particular, as a language and culture program it specifically contributes toward the teaching mission of the University, providing challenging instruction for students interested in the language, culture, and literature of Brazil and other Portuguese-speaking parts of the world. Since the teaching in the program will be provided largely by regular University faculty that have significant research profiles, the Minor will also integrate instruction and research opportunities for students, and provide an important program within the University in which undergraduate students can interact with scholars of the highest caliber. Because the Minor heavily concerns Brazil, one of the most dynamic countries of the world, it will provide students with a broad education that will familiarize them with important aspects of the changing world in which they will live and work after graduation. In this respect, the Minor in Portuguese and Brazilian Studies will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs. The new Minor (with its coursework and possible study abroad component) also aligns with the institution's internationalization efforts.

Section IV: Program and Student Assessment

Upon completion of the Minor in Portuguese and Brazilian Studies students will have:

1. Communicative competence—they should be able to understand speakers of Portuguese in a variety of settings and express and defend their own ideas in a variety of settings.
2. Cultural competence— they understand key cultural differences between their own and the Portuguese-speaking cultures and can use this knowledge to better understand the literature, history, economics, politics and culture in general of the Lusophone world as well as to negotiate successfully in a variety of settings.

3. A broad sense of the literary and cultural traditions in their language area.
4. The capacity to formulate and defend an argument orally and in writing in the target language.
5. The ability to work with general theoretical trends and critical methods in the field.

Assessment: Since most classes are taught in the target language, class grades reflect communicative competence. Within classes oral presentations constitute a more specific measure. In the earlier classes oral/aural proficiency is tested explicitly. At higher levels there is an increased emphasis on formal reading and writing.

In language classes, culture is introduced at the very earliest levels. As students move on in the Minor, some classes specifically teach and test cultural knowledge. Most classes at the upper division require a broader degree of cultural competence. Specific paper and presentation topics could attest to this.

Section V: Finances

The proposed creation of a Minor will generate an increase in enrollments for the Department of Languages and Literature thereby increasing SCH and productivity funds. Enrollments can only be estimated at this time, but it is believed that there would be between 30 and 35 minors before the fifth year after the program is approved.

Appendix A: Program Curriculum
Minor in Portuguese and Brazilian Studies

Pre-requisite

PTGSE 2020 (4 credits) Intermediate Portuguese II (or equivalent)

Phase I: Foundation courses (9 credits)

The goal of this foundation phase is for students to reach an Intermediate-high (based on ACTFL levels) level of proficiency in Portuguese as well as a panoramic view of literary and cultural issues related to Brazil.

Students will complete:

PTGSE 3060 Third-year Grammar

PTGSE 4560 Culture and Customs of Brazil

And one of the following two courses:

PTGSE 3050 Topics in Literature and Culture or

PTGSE 3580 Contemporary Issues

Phase II: Electives (6 credits)

Students will complete the required minimum 15 credit hours by taking at least two courses from the following list (at least one course must be at the 4000/5000 level):

Approved courses: The following are courses that focus specifically on Brazil and are, therefore, automatically approved for elective credit.

ANTH 3154 Brazilian Culture (3) Fulfills International Requirement.

Meets with ANTH 6154. An introduction to the culture of Brazil. Consideration of Brazil as a multicultural society, comparing it to other major settler societies of the New World, including the U.S. and the rest of Latin America. Indian societies before and after contact will be considered, and slavery in the U.S. and Brazil will be compared. Why have race relations and definitions of race have developed differently in the two countries? Authority, class, and violence will be examined as well as the culture of religion, sexuality, Carnival, music, and the media.

ARTH 4520 Topics in Brazilian Art (3) Recommended Prerequisite: ARTH 2500.

This class will investigate Brazilian artistic production from the 1600s to the present. The course is oriented around the role of different institutions such as the church, slavery, the art academy, the state, and museums/galleries in the construction of a national identity within Brazilian Art.

Other possible electives upon approval: The following courses include a minimum of 30% of Brazil-specific content and can only be counted as elective credit with advisor's approval.

ARTH 3510 Latin American Art and Visual Culture (3) Recommended Prerequisite: ARTH 2500.

This class will explore how modernity was absorbed and reflected in the visual arts of Latin America during the 19th and the beginning of the 20th centuries. How art sustains real and imagined narratives of a Latin American identity with particular attention to class, gender, race and ethnic representations within this genealogy, will be addressed.

ARTH 4510 Special Topics in Latin American Art and Visual Culture

Prerequisite: ARTH 2500. Meets with ARTH 6510. Special Topics in Latin American art and visual culture.

4590 Senior Seminar in Latin American Art and Visual Culture

Prerequisite: Instructor's consent. Meets with ARTH 6880. Senior seminar in Latin American art and visual culture.

ECON 5460 Latin American Economic History and Development (3) Prerequisite: ECON 2010 and 2020 or ECON 1010 and instructor's consent. Recommended Prerequisite: ECON 5530. Meets with ECON 6460. Graduate students should register for ECON 6460 and will be held to higher standards and/or additional work. Historic and contemporary economic problems in Latin America from the conquest to the present dependency, independence, and integration into world economy. Emphasis on new forms of dependency in the macro economy and on contemporary domestic social problems.

ANTH 3153 Black Atlantic: Anthropology of the African Diaspora

Meets with ANTH 6153. Anthropological perspective on people of African descent in the United States, Caribbean, Latin America, and South Africa. Begin by looking at the three sides of Atlantic slavery: Western Europe, West and Southern Africa, and slave societies of the New World and South Africa. Examine "maroon" societies founded by fugitive slaves, the threat of slave revolution in the age of American revolutions, and politics of racial categorization and stratification in the aftermath of slavery. Finally, a comparative approach to language, the family, sexuality, conflict and class, religion, arts and ideologies among these cultures will be taken.

ANTH 4124 Religion in Latin America (3) Prerequisite: Junior or Senior Standing.

Meets with ANTH 6124. A comparative anthropological look at the complex religious traditions and changes of Latin America, including Native American religions, African American religions, Catholicism, Protestantism, Pentecostalism, Para-Christian Movements (Mormonism, Seventh-day Adventists, Jehovah's Witnesses), popular religion, and a range of new religious movements, as well as thinking about the religious and missionaries as social agents.

POLS 3500 Democracy in Latin America

An examination of the new cases of democracy in Latin America in terms of their causes and their consequences.

POLS 3550 Comparative Politics of Latin American

This course is designed to be a survey of the government and politics of Latin America countries, highlighting important issues common to countries in the region such as transition from authoritarianism, economic reforms and change, environmental politics, human rights, quality of democracy, revolts and revolutions, poverty and protest, etc.

POLS 5350 Politics of poverty in Latin America

An examination of the causes of poverty found in selected Latin America countries and of different public policies intended to relieve such poverty.

CLCS 4975 Comparative Approaches to Latin America

This course critically examines Latin American cultural production from comparative and cultural studies perspectives. Interdisciplinary and transnational or transoceanic approaches to aesthetic, political and philosophical issues will be addressed. May be taken more than once when topic varies. /this is a special topics course, and the title and description will change each time it's offered.

Appendix B: Program Schedule

Semester 1: One pre-requisite course

PTGSE 2020 Intermediate Portuguese II (4 credits)

Semester 2: Two required courses

PTGSE 3060 Third-year Grammar (3 credits)

PTGSE 4560 Culture and Customs of Brazil (3 credits)

Semester 3: One required course

PTGSE 3050 Topics in Literature and Culture (3 credits) or

PTGSE 3580 Contemporary Issues (3 credits)

Semester 4: Two Electives (Examples)

ARTH 4520 Topics in Brazilian Art (3 credits)

ANTH 3154 Brazilian Culture (3 credits)

ECON 5460 Latin American Economic History and Development (3 credits)

POLS 3500 Democracy in Latin America (3 credits)

Appendix C: Faculty

Number of faculty with Doctoral degrees: 3 (Tenure)

Core faculty (those who regularly teach courses with a focus on Brazil)

Alessandra Santos, PhD, Assistant Professor of Portuguese

Elena Shtromberg, PhD, Assistant Professor of Art / Art History

Non-core (those whose teaching occasionally focuses on Brazilian themes)

Angela Espinosa, PhD, Assistant Professor of Spanish

Number of faculty with Master's degrees: 1 (Adjunct)

Rubynara Carvalho, MA, Associate Instructor of Portuguese

In addition to the faculty listed above, the Department of Languages and Literatures has hosted one Fulbright teaching assistant from Brazil each of the last three years. The department plans to continue the relationship with Fulbright and make the presence of these assistants a regular component of the program.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University–Master of Science Degree in Economics and Statistics

Issue

Officials at Utah State University (USU) request approval to offer a Master of Science Degree in Economics and Statistics, beginning Fall Semester 2011. The USU Institutional Board of Trustees approved this program on January 7, 2011. The Regents' Program Review Committee approved the proposed degree on April 13, 2011 and recommended it be moved to the full board for approval.

Background

The proposed Master of Science Degree in Economics and Statistics (MS-ES), is a research-oriented degree, and will be administered jointly by the Department of Applied Economics (APEC) in the College of Agriculture and the Department of Mathematics and Statistics (Math/Stat) in the College of Science. The curriculum for this degree will consist of two courses each in microeconomic theory, mathematical economics, mathematical statistics, and econometrics, plus electives. The proposed degree will make use of existing courses and therefore will require no new courses. The degree fills a void created by the split of the former Department of Economics by establishing an MS Degree, which is tightly connected to the Economics research program currently existing within APEC.


As the state's Land Grant institution, Utah State University's mission includes research and graduate education. The proposed research-oriented Master of Science Degree in Economics and Statistics advances the core values of the institution by providing the opportunity for learning and discovery, as well as individual development. This degree complements an ongoing Ph.D. graduate program in Economics, as well as fosters interdisciplinary collaboration in teaching and research between two USU departments.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request to Offer a Master of Science Degree in Economics and Statistics, effective Fall semester 2011.


William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Master of Science in Economics and Statistics

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

May 11, 2011

Section I: The Request

Utah State University (USU) requests approval to offer a Master of Science in Economics and Statistics effective Fall Semester 2011. This proposal was approved by the USU Board of Trustees on January 7, 2011.

Section II: Program Description

Complete Program Description

The Master of Science in Economics and Statistics is a research-based degree. The program will be jointly administered by the Department of Applied Economics in the College of Agriculture and the Department of Mathematics and Statistics in the College of Science. The degree will use existing courses. The degree highlights the connection between economic theory, mathematics, and statistics. Graduates will have a firm grasp of microeconomic theory, mathematical economics, probability, and statistical inference. The proposed program strengthens research degree programs in Economics at USU, and creates new interdisciplinary connections amongst USU departments and faculty.

Purpose of Degree

The proposed degree will be administered jointly by the Department of Applied Economics and the Department of Mathematics and Statistics. The Department of Applied Economics (APEC) was created in 2008 when the former Department of Economics was dissolved into two units. The research, teaching and extension foci of APEC include Food & Agricultural Economics, Environmental & Natural Resource Economics, and Regional Economics & Community Development. In the administrative restructuring, APEC was assigned BS degrees in Agribusiness and Agricultural Economics, the MS in Applied Economics, which has emphases in each of the three foci outlined above, and the Ph.D. in Economics.

The Department of Mathematics and Statistics (Math/Stat) offers BS and BA degrees in Mathematics, Statistics (each with Actuarial Science Options), and Mathematics and Statistics Education. At the graduate level, the Department offers MS programs in Mathematics, Statistics, and Industrial Mathematics, and a Master of Mathematics (MMath) program in Mathematics Education. The PhD in Mathematical Sciences has four specializations: Pure and Applied Mathematics, Statistics, College Teaching, and Interdisciplinary Studies.

The purpose of the proposed MS-Economics and Statistics (MS-ES) degree is two-fold: first, the proposed degree is part of a re-positioning of the APEC graduate programs following the dissolution of the former Department of Economics (which was jointly administered by the College of Agriculture and the Huntsman School of Business.) The Huntsman School is reorienting itself so as to focus on "professional" degree programs at the graduate level. This proposal assists in that distinction between the two new economics-based departments, while strengthening APEC's research graduate degree offerings.

Second, the proposed degree is designed for students who want a research-based graduate degree but who may not be interested in a Ph.D. career path, at least immediately. A similar program, the MS-Economics degree was available through the former Department of Economics, and similar to the proposed MS-ES degree, that program shared the same first-year curriculum

with the PhD-Economics degree. An MS-Financial Economics degree, proposed to be awarded through the Department of Economics and Finance in the Huntsman School of Business, is a terminal, professional-based degree, leaving USU without a MS-level research degree with heavy emphasis on mathematics and statistics. The proposed MS-ES degree offered through the Department of Applied Economics will re-establish that educational opportunity for students.

Institutional Readiness

The Department of Applied Economics consists of 11 faculty members holding the rank of Assistant Professor or higher, and one Extension Specialist holding an MS degree. Four faculty members have been hired since 2009. All faculty members holding the PhD degree teach one or more graduate level courses or supervise numerous theses and/or dissertations.

Five APEC faculty members will be responsible for teaching the six economics courses in the proposed MS-ES core curriculum, as well as directing the research projects of the enrolled students (Appendix C). These faculty will also conduct the research exams required by the students at the conclusion of their degree program.

The Department of Mathematics and Statistics comprises 25 tenured and tenure-track faculty and three lecturers. Eight Math/Stat faculty members will alternate teaching the two probability and statistics courses in the proposed degree program (Appendix C). Other faculty members from both APEC and Math/Stat may choose to be involved in the supervision of theses and projects (Appendix C).

Faculty

Five APEC faculty members will take responsibility for instruction in the six required economics courses and they will also provide leadership on the research projects undertaken by the MS students in their second year. Instructional responsibility for the two required probability and statistics courses will be rotated among eight Math/Stat faculty members. Up to three elective courses will be selected by students from existing APEC and Math/Stats offerings.

The comprehensive plan for splitting the Department of Economics into two departments effective Fall Semester 2008 included several changes pertinent to this request for the MS-ES degree in APEC. Since Fall 2009, APEC has staffed four of the eight courses that constitute the curriculum for the MS-Economics offered by the Department of Economics and Finance in the Huntsman School of Business (HSB) and HSB faculty have taught two of the courses needed for the MS-ES degree offered by APEC. However, as previously agreed upon, APEC and HSB will no longer cross-list courses beginning in Fall Semester, 2011, and each department will become responsible for staffing its own classes. This separation of curriculum allows courses to be specifically orientated to the needs of the two Economics departments, with students in the departments enrolling in different sections and taught by different faculty members. Separate and distinct learning experiences can be effectively delivered across all undergraduate and graduate degrees of the two Economics departments. In keeping with this agreement, the curriculum of the MS-ES degree will be the responsibility of APEC and Math/Stat departments. Of the eight required courses in the new degree, APEC will teach six whereas Math/Stat will teach two. In addition to students pursuing the MS-ES degree, other students from both APEC and Math/Stats, as well as students outside these two departments, will be enrolled in the MS-ES required courses, with enrollments in the courses expected to exceed 15 students.

Staff

It is anticipated that the number of students in the MS-ES program will approximate numbers in the former MS-Economics program and therefore, no additional professional staff will be required. Advising of students will be covered by APEC faculty.

Library and Information Resources

No additional library resources are necessary to support the degree. The space in the present computer lab is inadequate, but the current computer arrangement is temporary. Graduate student computer space in the College of Agriculture building under construction will be adequate to serve all APEC graduate programs. The Department of Mathematics and Statistics maintains its own computer lab for graduate students. The lab has eight PCs connected to two Solaris servers and may be used for statistical computation. Graduate students and faculty also use Utah State University's High Performance Computing facility for highly-computational projects.

Admission Requirements

The admission requirements of MS-ES will be consistent with the existing USU School of Graduate Studies (SGS) admission requirements, which includes a minimum grade point average (GPA) of 3.0 (4.0 = A) for the last 60 semester credits earned prior to applying for the program. The Graduate Record Examination (GRE) will also be required; School of Graduate Studies requirements of scores at or above the 40th percentile in the quantitative and verbal sections of the exam will be applied. Per USU admissions policy, an appropriate TOEFL score will be required of all students whose native language is not English.

Specific educational requirements will include previous bachelors (BA or BS)-level (or above) courses in an economics-related discipline, math or statistics. Similar to current admission policies, undergraduate transcripts will be examined for successful completion of intermediate microeconomic theory, mathematics (calculus) and statistics or econometrics. Admission decisions will be made by a committee composed of faculty from APEC and Math/Stat. A student whose prior academic performance warrants admission, although some prerequisite courses have not been taken, may be admitted provisionally.

Student Advisement

APEC has a designated Graduate Program Director, elected according to faculty bylaws. In recent years the compensation for this departmental service has been a one course reduction in assigned teaching load. The graduate director will chair a Graduate Education and Research Committee composed of members appointed by the APEC and Math/Stat department heads. The committee will be responsible for admissions decisions. The Graduate Program Director, in consultation with a student's major professor, will be responsible for student advising. If a major professor has not yet been selected, advisement responsibility is assigned to the Director. The proposed degree will require no additional resources for student advisement.

Justification for Graduation Standards and Number of Credits

The MS-Economics and Statistics will be offered as a Plan A (24 credit hours of academic course work and six credit hours of research credits), Plan B (27 hours coursework and three hours research) or Plan C (33 hours coursework). Appendix A provides the curricula of the proposed master's degree. Per the School of Graduate Studies standards, the minimum overall GPA for successful completion of the degree is 3.0.

External Review and Accreditation

Given the tight connection between the curriculum for the proposed MS-ES degree and the Ph.D. degree, the recent National Research Council rankings of doctoral programs are germane. The NRC rankings of doctoral programs for 2006/07 show that the Utah State University Economics doctoral program improved by 30 places since 1995. The USU Ph.D. in Economics is now ranked approximately equivalent to our peers at North Carolina State University, Texas A&M University, and Washington State University, but behind our peers at Iowa State University, University of California-Davis, Penn State University, and Oregon State University.

The discipline of Economics has no accrediting body. Instead, the former Department of Economics has been periodically reviewed by the USDA. APEC plans to maintain these regular external institutional reviews. According to the USDA, the agency conducts reviews,

...at the request of cooperating institutions, facilitates reviews of institutions, departments, programs, or issues...Institutions identify the purpose, objectives, and scope of the review activity based on their own needs and internal planning processes. Preparation of a forward looking planning document by the reviewed entity is an integral part of the review activity. Generally, the internal review process is followed by an in depth on-site visit by an external team of well qualified peers lasting two or more days, depending on the scope and complexity of the activity as determined by the institution. The external team of reviewers can help the institution project future needs and directions for the reviewed entity for some definitive time frame into the future based on the self-study document and the site visit.¹

There is no accreditation in mathematics or statistics. The mathematics and statistics education programs are currently accredited by the Teacher Education Accreditation Council (TEAC) and previously by the National Council for Accreditation of Teacher Education (NCATE), but neither of these are relevant to the proposed degree.

Projected Enrollment

The courses required for the MS-ES degree will also include students from both APEC and Math/Stats, as well as students outside these two departments. Because the student-faculty ratios below include only the MS-ES students (as per instructions) and not the additional students enrolled in the MS-ES courses, which are taught by individual faculty members, a lower student-faculty ratio is presented than what actually exists. For example, USU anticipates an average student-faculty ratio of about 15:1 in courses required for the MS-ES degree. In addition, the student-faculty ratio does not accurately reflect the multitude of assignments that are taken on by APEC and Math/Stat faculty beyond the instruction of required MS-ES courses.

¹ http://www.nifa.usda.gov/about/prog_reviews.html

Year	Student Headcount*	# Faculty (FTE/Semester)	Student-Faculty Ratio
2011/12	5	1	5
2012/13	5	1	5
2013/14	5	1	5
2014/15	5	1	5
2015/16	5	1	5

* Headcount reflects only MS-ES students and not PhD students who are enrolled in the same courses and also mentored by APEC faculty.

Historically, about five students were admitted to the MS-Economics program each year. A decline in admissions from AY07-08 through AY09-10 was the result of a decision not to admit graduate students, primarily PhD students, until the future of graduate programs was resolved following the dissolution of the former Department of Economics.

Expansion of Existing Program

Although a new MS degree is created, this proposal does not represent a significant expansion of current programs.

Section III: Need

Program Need

APEC currently offers two graduate degrees, an MS in Applied Economics, focused on applied issues within agriculture, natural resources and rural economic development, and a Ph.D. in Economics, which emphasizes mathematical and statistical concepts. Under this degree structure for APEC, the department has no option for students who desire a research-based, math/stats-intensive program but are not interested in pursuing a PhD degree. The proposed Master of Science in Economics and Statistics will provide an educational experience for these students. Although the MS-ES and PhD students will be jointly enrolled in the same APEC courses in the first year, the two degrees will diverge in the second year, with the MS-ES students conducting research appropriate for a thesis and the PhD students continuing on with course work. Also, the proposed degree enhances both the educational and research missions of APEC and Math/Stat by creating additional opportunities for collaboration both within and outside the classroom.

Labor Market Demand

According to the 2010-11 Occupational Outlook Handbook job growth for economists is predicted to be 6% for the 2008-2018 decade. With regard to wages, the OOH finds that:

Median annual wage and salary wages of economists were \$83,590 in May 2008. The middle 50 percent earned between \$59,390 and \$113,590. In March 2009, the average annual salary for economists employed by the Federal Government was \$108,010.

These salaries do not include economists employed at colleges or universities, which are included in the statistics for the post-secondary education sector. The job growth for economists is

somewhat slower than other sectors, but the report notes an important caveat on the demand for economists:

The demand for workers who have knowledge of economics is projected to grow faster, but these workers will commonly find employment in fields outside of economics, such as business, finance, or insurance. Job prospects for economists will be best for those with graduate degrees in economics.

The proposed degree's focus on the statistical skills complements knowledge of economics, and therefore, is a strength of the proposed MS-ES degree program. The OOH finds that job growth in the field of statistics is projected to be 13%, equivalent to the average for all occupations. This job category has a mean income of \$72,600 (May 2008); statisticians in Federal government positions earn \$92,300 while mathematical statisticians earn \$107,000 (March 2009). The 2009 American Statistical Association survey of salaries for non-academic statisticians yielded the following information. For statisticians with MS degrees, the median salaries were \$113K for the Federal Government, \$76K for State and Local Government, \$115K for Business and Industry, \$126K for private consultants, and \$80K for non-Profit organizations.

Student Demands

A relatively small but steady demand in the program is anticipated, with estimated numbers (about 5/year) based on enrollment in the former MS-Economics degree program. Some of the students pursuing an MS degree in economics will undoubtedly choose the new MS-Financial Economics program offered through the Economics and Finance Department in the USU Huntsman School of Business. However, students interested in a research-based degree and/or those who would like to continue on for a PhD in Economics will select the MS-ES degree.

Collaboration with and Impact on other USHE Institutions and Benefits to the USHE

The University of Utah offers a professional, inter-department degree entitled "M-Statistics, Econometrics Track", awarded by the Department of Economics; no other USHE institutions offer a similar degree. The degree requirements at the University of Utah are somewhat similar to those of the proposed degree: the University of Utah degree requires six hours of PhD level Econometrics classes and nine hours of mathematical statistics. The M-Statistics, Econometrics track also requires three credit hours each of microeconomic and macroeconomics theory, both taught at the MS level. In contrast, the proposed MS-ES would require six hours each of microeconomic theory, mathematical economics, and econometrics, along with six hours of statistical theory.

The MS-ES degree is a research degree which will provide training for those interested in research-directed careers in economics or students who would like to continue their education by pursuing a PhD in Economics at any institution in the country or abroad. It is unlikely to compete with the University of Utah M-Statistics, Econometrics Track degree for three reasons.² First, the proposed MS-ES degree is a research degree, not a professional degree; second, the proposed MS-ES degree has a greater proportion of courses in core economic theory and mathematical economics than the M-Statistics, Econometrics Track; and third, the anticipated number of students

² Telephone communication with Dr. Richard Fowles, Dept. of Economics, University of Utah. October 6, 2010.

(5/year) in the MS-ES program is relatively small. Even if some students are drawn from the Wasatch Front, the MS-ES degree is unlikely to place the University of Utah program in jeopardy.

Benefits

The MS-ES degree reorients APEC graduate programs following the dissolution of the former Department of Economics, while allowing the USU Huntsman School of Business the curricular independence they desire. Thus, this proposal assists the Huntsman School, while strengthening APEC's research degree programs. The proposed degree will establish a tight relationship between APEC's PhD and MS degrees, with the MS-ES designed as a stand-alone degree or used as a PhD preparatory track.³ Courses in the first year of the MS-ES are jointly offered to students enrolled in the first year of the PhD degree. By the second semester, students must intentionally choose either the MS path, with graduation after completion of a research thesis, or continue on for their PhD degree.

Consistency with Institutional Mission

As the state's Land Grant institution, Utah State University has a focus on research and graduate education. The proposed degree meets this goal of the institution through its design to (1) strengthen graduate education in economics at USU and (2) strengthen and encourage research collaboration amongst APEC and Math/Stat faculty.

The proposed degree program is consistent with the Department of Mathematics and Statistics role, which includes interdisciplinary research and education. The Department already has interdisciplinary programs at the graduate level: the M-Math program, the MS program in Industrial Mathematics, and the Interdisciplinary Specialization of the PhD in Mathematical Sciences. The MS-ES degree is closely supervised by faculty involved in research in economics, and is consistent with the research mission of the department and the College of Agriculture.

Section IV: Program and Student Assessment

Program Assessment and Student Performance Standards.

The proposed master's program is designed as a research degree. Students who successfully complete the degree will be well-placed to assume research support staff position in research organizations or pursue doctoral education at institutions of higher education. We anticipate maintaining the rigor and standards of the MS-Economics degree, which was formerly available to Economics students. The success of students in the former program is impressive; graduates have gone on to professional success primarily on the basis of their quantitative skills coupled with knowledge of microeconomic theory. APEC and Math/Stat aim to continue this tradition, with intentional inclusion of math and statistics in the students' training. Secondly, the disciplines of economics, mathematics, and statistics are tightly connected; this jointly administered degree will strengthen the interdisciplinary contacts between the two departments.

³ The proposed program is very similar to the MS-Economics doctoral preparatory degree offered by our peer institution, North Carolina State University.

Section V: Finances

Budget

The two MS degrees proposed to become available in the two USU Economics departments, respectively, will be clearly differentiated through the educational objectives and scope of the curriculums. Two courses that were formerly cross-listed and taught by faculty in the Huntsman School of Business (HSB) will now be offered in both departments. Separate sections of these courses will be specifically and intentionally tailored to meet the distinct needs of the two departments. All courses in the MS-ES degree program will be open to students in other programs, such as the PhD in Economics, the MS-Applied Economics program, and graduate degrees in Math-Stats.

In order to adequately cover courses within the APEC Department, as well as supervision of research theses and dissertation projects and other assignments appropriate for a faculty member, the Provost has indicated that funding for an additional faculty member will be forthcoming to APEC in FY13. The College of Agriculture will cover the faculty position in FY12 using vacant position funds, after which time the reallocation from the Provost Office will be completed. Selected students will be funded through ongoing operating funds from the Agricultural Experiment Station, Graduate Teaching Assistantship resources (Math/Stat), and grant funding.

Utah State University Masters of Applied Economics and Statistics

Financial Analysis Form for All R401 Documents

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment ¹	5	5	5	5	5
Cost per FTE	\$ 28,380	\$ 28,380	\$ 28,380	\$ 28,380	\$ 28,380
Student/Faculty Ratio ¹	5:1	5:1	5:1	5:1	5:1
Projected Headcount ¹	5	5	5	5	5
Projected Tuition					
Gross Tuition	45,794	47,625	49,530	51,512	53,572
Tuition to Program					

5 Year Budget Projection

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Expense					
Salaries & Wages	80,000	80,000	80,000	80,000	80,000
Benefits	35,200	35,200	35,200	35,200	35,200
Total Personnel	115,200	115,200	115,200	115,200	115,200
Current Expense	1,500	1,500	1,500	1,500	1,500
Assistantships	25,200	25,200	25,200	25,200	25,200
Capital					
Library Expense					
Total Expense	141,900	141,900	141,900	141,900	141,900

Revenue					
Legislative Appropriation					
Grants & Contracts	25,200	25,200	25,200	25,200	25,200
Donations					
Reallocation ³	115,200	115,200	115,200	115,200	115,200
Tuition to Program					
Lab Fees	1,500	1,500	1,500	1,500	1,500
Total Revenue	141,900	141,900	141,900	141,900	141,900

Difference					
Revenue - Expenses	0	0	0	0	0

Comments

¹ Numbers represent MS-ES students in the program per year but do not reflect additional students from other majors who are enrolled in the economics, mathematics and statistics courses required for MS-ES students. It should also be noted that faculty are assigned other responsibilities beyond teaching these MS-ES students, such as research, extension and service, as well as supervision of other research theses and dissertations.

² Gross tuition generated by students in the program.

³ Year 1 funded by vacant position savings, years 2-5 through allocations from the Provost's Office.

Budget Comments

Gross tuition calculated based on 50% resident and 50% non-resident students taking 10 credit hours each semester. The 2010-11 tuition-fee schedule was used, with a 4% increase calculated each year.

Salary based on 1 FTE faculty at \$80,000 per year.

Benefits calculated at 44% of base salary.

Current expenses are lab fees used to maintain/upgrade computer facilities.

Assistantships for MS students calculated for three students at \$8400 per year. The Utah Agricultural Experiment Station and Grants & Contracts will be the source of student assistantships.

The reallocation assumes additional resources equivalent to 1 faculty FTE transferred to the APEC Department as per discussions with the Office of the Provost.

Funding Sources

The proposal will rely upon standard E&G funding resources, as well as resources associated with the Agricultural Experiment Station, grants, and contracts.

Reallocation

The proposal does not require reallocation of existing resources within the APEC and Math/Stat departments. The Provost's Office has committed to reallocation of a faculty line from general university funds (see Section V, part A).

Impact on Existing Budgets

Two courses that were formerly cross-listed and taught by faculty in the Huntsman School of Business (HSB) will now be taught in separate sections by faculty in both HSB and APEC. These courses will be targeted towards distinct and separate learning objectives specific to the MS-Economics and MS-ES degrees, respectively. The Provost Office will provide funding for an additional faculty member in APEC beginning in FY13. This new faculty line is an investment in the overall program, and will contribute to the teaching, research and service mission within the APEC Department.

Appendix A: Curriculum

Curriculum for proposed Masters of Science in Economics and Statistics

Course Prefix and Number	Title	Credit Hours
<i>Core Courses</i>		
APEC 7130	Microeconomic Theory I	3
APEC 7310	Econometrics I	3
APEC 7350	Mathematical Economics I	3
MATH 5710	Intro to Probability	3
APEC 7140	Microeconomic Theory II	3
APEC 7320	Econometrics II	3
APEC 7360	Mathematical Economics II	3
MATH 5720	Intro to Math/Stat	3
	Sub-Total	24
<i>Elective Courses</i>		
See Appendix B		0, 3, or 9

Plan A (30 credits total)

Six thesis credits, 24 hours required coursework

Plan B (30 hours total)

Three thesis credits, 24 hours required coursework, three hours elective coursework

Plan C (33 hours total)

24 hours required coursework, nine hours elective coursework

Potential Elective Courses: See Appendix B

No new courses will be required.

Appendix B: Program Schedule

Required Courses

Fall Semester (12 credits)

APEC 7130	Microeconomic Theory I	3
APEC 7310	Econometrics I	3
APEC 7350	Mathematical Economics I	3
Math 5710	Intro to Probability	3

Spring Semester (12 credits)

APEC 7140	Microeconomic Theory II	3
APEC 7320	Econometrics II	3
APEC 7360	Mathematical Economics II	3
MATH 5720	Intro to Math/Stat	3

Elective Courses

APEC 6300	Quantitative Analysis for Business and Policy Decisions	STAT 6100	Advanced Regression Analysis
APEC 6500	Intro to Natural Resource Economics	STAT 6180	Time Series
APEC 6510	Intro to Environmental Economics	STAT 6190	Wavelet Methods for Time Series
APEC 6700	Regional and Community Economic Development	STAT 6410	Applied Spatial Statistics
APEC 6710	Community Planning and Impact Analysis	STAT 6530	Modern Nonparametric Statistics
APEC 6970	Thesis Research	STAT 6710	Mathematical Statistics I
APEC 7330	Econometrics III	STAT 6720	Mathematical Statistics II
APEC 7400	International Trade and the Environment	STAT 6740	Bayesian Statistics
APEC 7500	Resource Economics		
APEC 7510	Environmental Economics		

Appendix C: Faculty

Name	Degree/Institution	Field(s) of Expertise
<i>Applied Economics Faculty*</i>		
Ryan Bosworth	Ph.D., Economics, University of Oregon, 2005	Environmental Economics, Mathematical Economics, Econometrics
Arthur Caplan	Ph.D., Economics, University of Oregon, 1996	Environmental Economics, Microeconomic Theory
Paul Jakus	Ph.D., Economics, North Carolina State University, 1992	Environmental Economics, Statistics
Reza Oladi	Ph.D., Economics, McGill University, 2000	International Trade Theory, Microeconomic Theory
Charles Sims	Ph.D., Economics, University of Wyoming, 2009	Natural Resource Economics, Mathematical Economics, Econometrics, Programming
<i>Mathematics and Statistics Faculty**</i>		
Christopher Corcoran	Sc.D., Biostatistics, Harvard University, 1999.	Computational biostatistics, genetic epidemiology
Daniel Coster	Ph.D., Statistics, University of California, Berkeley, 1986	Linear models, experimental design, applied statistics.
Adele Cutler	Ph.D., Statistics, University of California, Berkeley, 1988	Statistical computing, machine learning.
Richard Cutler	Ph.D., Statistics, University of California, Berkeley, 1988	Ecological statistics, experimental design
Piotr Kokoszka	Ph.D., Probability, Boston University, 1993	Probability, time series, functional data analysis.
Kady Schneider	Ph.D., Mathematical Sciences, Utah State University, 2004	Mathematics and statistics education
John Stevens	Ph.D., Statistics, Purdue University, 2005	Bioinformatics, meta-analysis, applied statistics
Juergen Symanzik	Ph.D., Statistics and Computer Science, Iowa State University, 1996	Computational statistics and statistical visualization.

*Caplan, Jakus, and Oladi have taught courses in the MS-Economics and Ph.D. programs of APEC, Economics and Finance, and the former Dept. of Economics. Jakus (2002-2006) served as Director of Graduate Programs for the former Dept. of Economics; Caplan has been APEC Director of Graduate Programs since 2008. Caplan, Jakus and Oladi have been major professors for MS and Ph.D. students.

**All statistics faculty have been major professors for MS students, and six of the eight have been major professors of Ph.D. students that have completed their degrees.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Bachelor of Arts and Bachelor and Science Degree in Philosophy

Issue

Southern Utah University requests approval to offer BA and BS degrees in Philosophy, effective Fall 2011. This program was approved by the SUU Board of Trustees on February 4, 2011

Background

The proposed major in Philosophy at Southern Utah University expands on the minor in Philosophy that SUU currently offers. The minor and major are based on similar programs at the University of Utah. The major at SUU, however, differs from the major at the U of U in two ways. The SUU major requires a BA with language, or a BS with a minor in mathematics, computer science, or economics.

The students completing a BA are required to write a paper demonstrating language skills as applied to an appropriate philosophic topic. The BS students must complete a paper demonstrating formal language skills as applied to an appropriate philosophic topic. The major also requires coursework in all four primary areas of Philosophy, a senior seminar, a GPA of 2.00 or better, a C- or better in each course, 36 total semester units, the senior seminar, and a residence requirement.

A recent survey distributed this year at the Philosophy majors meeting offers evidence of the value of a Philosophy major. The following percentages represent employers' ranking of the importance of skills developed in a Philosophy major. The top three intellectual and practical skill demands were written and oral communication at 89%, critical thinking and analytic reasoning at 81%, and complex problem solving at 75%. Regarding personal and social responsibility, ethical decision making topped the list at 75%. The study of Philosophy imparts and refines these skills. Philosophy majors receive top rankings in a national graduate school exam based on standardized test performance by undergraduate majors between the years of 1977 and 1982. The data were reported in Clifford Adelman's *The Standardized Test Scores of College Graduates*.

SUU offered the Minor in Philosophy in the 2007/2008 academic year. In the first year, SUU had 18 students enrolled in the minor. Last year there were 20 students. Currently there are 26 students enrolled in

the minor. Almost every course offered in Philosophy has filled all the initial enrollment slots for a section. The lower division courses have room to grow and the upper division courses have consistently filled.

The proposed program will be supported by institutionally reallocated funds and tuition dedicated to the program.

Policy Issues

Questions were raised on the need for a third full-time, tenure-track faculty member and a Philosophy of Science course. The institution is developing the latter and the former will be added when enrollments dictate the need. No other policy issues were raised.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer Bachelor of Arts and Bachelor of Science Degrees in Philosophy. The Commissioner recommends the third year report indicate enough growth to add a third faculty member and a Philosophy of Science course.



William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer Bachelor of Arts and Bachelor of Science Degrees in Philosophy

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 11, 2011

Section I: The Request

Southern Utah University requests approval to offer BA and BS degrees in Philosophy effective Fall 2011. This program was approved by the SUU Board of Trustees on February 4, 2011

Section II: Program Description

Complete Program Description

The BA/BS major in Philosophy requires 36 credits. The BS requires a minor in mathematics, computer science, or economics. The BA requires majors to emphasize an historical epoch that correlates with the foreign language. Otherwise, majors must earn a BS or BA, according to the criteria established in the SUU General Catalog. Please see Appendix A for details of the plan of study for majors.

There are six requirements for the major:

- I. Language Requirement: Each student is required to work with a philosophical text in the language that the student used to fulfill the BA language requirement. The BS students must work in a formal language: math, logic, or a computer language. The major must coordinate with a Philosophy faculty, and when necessary with a relevant language (or science) faculty. The student will produce a three to five page paper demonstrating language ability grounded in non-English philosophical passage(s). This requirement is part of the Senior Seminar:

Emphasis I	BS	Analytic	Minor in mathematics, computer science, or economics
Emphasis II	BA	Ancient or Medieval	Arabic, Chinese, Greek, or Latin
Emphasis III	BA	Modern or Contemporary	Arabic, Chinese, French, or German
Emphasis IV	BA	Topics – Ethics, Political Philosophy, Metaphysics, or Epistemology	Any Language

- II. Area Requirement

There are 24 units needed to fulfill the area requirements. Philosophy majors must fulfill all areas:

Area I	Logic	1250, and 3200
Area II	Ethics and Politics	3500, and 3700
Area III	Being and Knowledge	3300, and 3400
Area IV	History of Philosophy	4110, and 4120

Each Philosophy course counts in a certain area. Two courses, 3011 and 4900, fulfill variable areas. These courses designate the Area at each offering.

- III. Senior Seminar Requirement:

All Philosophy majors must take the Senior Seminar, PHIL 4010. The course is open to all Philosophy majors, not just seniors. Prerequisite: Successful completion of one course in each area of the major. This course is offered every other year in the spring.

IV. Elective Units

There are 27 credit hours required in the core for the BA in Philosophy. The remaining 9 credit hours may be selected from any remaining Philosophy course.

V. Grade requirement: Only Philosophy courses with letter grades count. Only courses with a grade of C- or better may count for the major. The overall GPA in Philosophy courses must be at least 2.00.

VI. Residence requirement: Some of the requirements fulfilled elsewhere may transfer to SUU and count toward the major. Such cases require the approval of the chair. The senior seminar must be completed at SUU.

Purpose of Degree

SUU plans to offer a major in Philosophy to help the University better fulfill its mission, to better serve the students of SUU, and to better serve the residents of Southern Utah. As SUU has grown from a two-year college to a four-year university, with graduate programs, the need of formal studies in Philosophy at SUU has concomitantly grown. Though formal training in Philosophy is not central in earning technical degrees, it is central in theoretical degrees. Unlike technical colleges, the study of Philosophy is central to any University level education. The major in Philosophy teaches students how to think, not what to think. Through the study of Philosophy, students learn how to think critically, reason logically, identify and construct arguments. Also, students will acquire a first-hand appreciation for the history of ideas by identifying and evaluating claims of existence, knowledge, and value. The expected outcomes include a vibrant major to accompany the minor, a student body that is better prepared to compete for acceptance to graduate school and the introduction of a Philosophy major in the Southern Utah region.

Institutional Readiness

Concerning administrative structures, the library, and the staff, SUU is ready to offer a major in Philosophy. SUU has hired one new faculty member in Philosophy to successfully support the program. The new hire will be starting in the Fall of 2011.

Faculty

SUU recently hired a new faculty member in Philosophy. With the addition of this new faculty member, SUU will have two full-time faculty members in Philosophy. In the Fall of 2011, the major will have one faculty member who specializes in ancient Philosophy and in normative Philosophy. The other faculty member specializes in modern Philosophy, metaphysics, and epistemology. This strategic combination of faculty expertise will allow SUU to offer all necessary aspects of the major as outlined in Appendix A.

As the program develops and student demand is determined, a third Philosophy faculty member may be added.

Staff

The proposed major will not require additional staff.

Library and Information Resources

The library resources required are adequate monographs and other holdings in Philosophy as well as access to journals and periodicals through JSTOR. These resources are currently available at SUU and they are sufficient to support a major.

Admission Requirements

There are no admission requirements peculiar to the major in Philosophy. Of course, the general entrance requirements at SUU apply.

Student Advisement

When a student enrolls in Philosophy, the student will meet with the chair of the department or with Philosophy faculty to develop a plan of study. The faculty will contact each enrolled student annually to determine progress toward the degree.

Justification for Graduation Standards and Number of Credits

The major has 27 credit hours in the core, which entail studies in ethics, social and political philosophy, metaphysics, epistemology, and logic. Two logic courses are required, including a course in formal logic. The major requires a total of 36 credits hours of course credit in Philosophy. The major has a Language requirement, which is unique to SUU among all other USHE institutions. There are also requirements to complete a Senior Seminar with appropriate GPA and meet residency requirements.

External Review and Accreditation

There is no formal accreditation or certification available for a major in Philosophy. SUU has conducted discussions with colleagues both regionally and nationally. SUU has researched the existing programs, both in Utah and throughout the country. As a member of the American Philosophical Association (APA), SUU faculty member Kirk Fitzpatrick has consulted its views on professional standards for the study of Philosophy. The APA is allied with the American Association of University Professors (AAUP). Dr. Fitzpatrick has consulted their guidelines, insofar as they are applicable. The proposed major is consistent with national standards for the academic content and pedagogical delivery of a major in Philosophy.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	5	2	2.5 : 1	N/A
2	10	2	2 : 1	
3	15	2	2.5 : 1	
4	20	2	10 : 1	
5	25	2	12.5 : 1	

These estimates are for students majoring in Philosophy, not course enrollments.

Expansion of Existing Program

SUU has offered a minor in Philosophy, since the 2007/2008 academic year. There are no emphasis or concentration options for the minor in Philosophy. The number of students declaring the minor has increased from 18 in 2007-08 to 28 in the Fall of 2010-11. The headcount enrollment in Philosophy courses has averaged 126 per semester over the last three years. Average enrollments have increased 17% over the last three years.

Section III: Need**Program Need**

SUU's mission statement describes it as "a comprehensive regional university." The term "comprehensive," in this context, implies that such a university offers a broad range of majors including a major in Philosophy.

Recently SUU was designated the State's Liberal Arts and Sciences University in the USHE system 2020 Plan. Offering a major in Philosophy is consonant with the University's mission and is the staple of colleges and universities aspiring to be considered a liberal arts and sciences school. Offering this major also supports the goals of the SUU Academic Roadmap 2010-13. For more information go to:
<http://www.suu.edu/academics/provost/apsc.html>.

One of the strategic initiatives in the Academic Roadmap is to promote academic excellent, and one of the goals of the plan is to qualify for a Chapter of the Phi Beta Kappa Honors Society. A major in Philosophy is necessary for the success of the application for Phi Beta Kappa membership. In addition, there is no baccalaureate degree offered in Philosophy south of Provo. The major in Philosophy will fill the geographic void of service in the USHE system.

Labor Market Demand

There is no job category or placement directly for graduates in Philosophy. Yet, the skills learned in Philosophy are widely recognized as valuable in every aspect of an information-based economy. Problem solving, reading and writing well are essential skills in Philosophy. These are the skills highly sought by employers. Though market demands change, the skills developed as a Philosophy major will remain valuable. There are standard career options for students with a baccalaureate degree in Philosophy. The Department of Philosophy in the University of Florida offers the "Career Handbook for Philosophy majors." The table below depicts career options:

Post-graduation Choices			
Further Education		Employment	
Graduate	Professional	Public	Private
Philosophy Related discipline	Law	Teaching Civil Service Politics/public service	Self-employed Other employed
	Medicine		
	Journalism		
	Business		

(<http://web.phil.ufl.edu/ugrad/ugcrhbk.html>)

As the table indicates, many students go to graduate school having passed some graduate examination. What follows is an excerpt from Boise State's website concerning Philosophy majors' performance on standardized graduate exams:

- LSAT scores for Philosophy majors rank third among the twenty-two undergraduate majors represented by examinees. Only mathematics and economics majors score higher, on average.
- GMAT scores for Philosophy majors rank second among the nineteen undergraduate majors represented by examinees. Only mathematics majors score higher, on average.
- GRE/Verbal scores for Philosophy majors are the highest among the twenty-four undergraduate majors represented by examinees. (Mathematics majors rank fourteenth.)

- GRE/Quantitative scores for Philosophy majors are ninth among the same twenty-four majors, ranking higher than business majors, all majors in the social sciences, and all other majors in the humanities. And consider the majors that rank higher than Philosophy: physics, mathematics, engineering, computer science, chemistry, other sciences, economics, and biology. These majors include extensive training in quantitative thinking.

Consider these four tests cumulatively by summing the respective rankings by major. Philosophy majors come out on top (15), followed by math majors (18). Examinees majoring in chemistry (26), economics (30), and engineering (30) round out the top five; no other major is even close.

Conclusion: if a student wants to develop a broad range of skills that prepare him/her for a wide variety of intellectual challenges, the student should seriously consider becoming a Philosophy major.

Based on standardized test performance by undergraduate major between the years of 1977 and 1982, where rankings were calculated by average mean differential. The data were reported in Clifford Adelman's *The Standardized Test Scores of College Graduates*. Despite the fact that such a detailed compilation of recent data is for the most part unavailable, all evidence suggests that current performance is practically identical to that of Adelman's study.

(<http://philosophy.boisestate.edu/whymajor.htm>)

Student Demand

SUU offered the minor in Philosophy starting in the 2007/2008 academic year. In the first year, 18 students signed up for the minor. Last year the minor enrolled 20 students. Currently 26 students are enrolled in the minor. Almost every course offered in Philosophy has filled all the initial enrollment slots for a section. The lower division courses have room to grow in number and the upper division courses have consistently filled.

SUU faculty have reported to the department that students have transferred to other universities because SUU does not offer a major in Philosophy. With a major SUU can better attract and keep high-achieving students. The Philosophy Club at SUU is thriving with about 30 student members. Some members are not enrolled in the minor, not yet at least. Given enrollments in the minor and participation in the Philosophy Club, SUU has not yet met the total student demand.

Similar Programs

The following USHE institutions offer a major in Philosophy: University of Utah, Utah State, Weber State, and Utah Valley University. For the residents of Southern Utah there is no institution of higher education that offers a major in Philosophy.

Collaboration with and Impact on Other USHE Institutions

SUU has discussed its plan to introduce the major in Philosophy with other USHE institutions, both those that offer a major and those that do not. SUU has received support for the proposed major, both in general and in its specific content. Colleagues at other USHE schools have indicated that SUU should consider adding a third full-time faculty member in the near future. The SUU Office of Academic Affairs is supportive of adding faculty if there is sufficient student demand. In addition, SUU has discussed the possibility of developing an Ethics Bowl team and competing with other USHE institutions that have teams.

Benefits

SUU benefits by adding a core subject in the Humanities to its offerings. This subject is expected, if not required, for any accredited four-year institution of higher learning. SUU benefits by better fulfilling its

mission and the mission of USHE. As mentioned, SUU is working towards a Chapter of Phi Beta Kappa and the major in Philosophy is required for membership. The students benefit by having this core subject available to them. USHE benefits by offering this core subject to its residents in the southern Utah region, and by better fulfilling its mission.

Consistency with Institutional Mission

The SUU mission statement reads: "[SUU] serves as a comprehensive regional university to encourage a lifelong love of learning, to foster academic excellence, to instill ethics and values, and to honor thought in all its finest forms." Since philosophy includes the subject of ethics and the evaluation of values, since it is thought in one of its finest forms, and since it is the founding discipline of academics in the Western World, the study of Philosophy will help SUU fulfill its mission statement. Recently SUU was designated the State's Liberal Arts and Sciences University in the USHE system as part of the 2020 plan. The SUU Academic Roadmap plan for 2010-13 states that SUU will emphasize critical thinking, effective communication, and that SUU will provide outstanding programs in the arts, sciences and professional programs.

Section IV: Program and Student Assessment

Program Assessment

The program has as its goal excellence in the teaching of Philosophy and a steady growth in student participation in the program. The formal assessment of student learning outcomes is part of SUU's review of its academic programs. The enrollment goals will be assessed by comparing the predictions with the actual enrollments year by year. SUU will also compare the enrollment numbers with the enrollment numbers at comparable institutions. Despite the existing student interest in the proposed program, SUU faculty will actively recruit students into the program.

Expected Standards of Performance

The goals of enrollment are to have about 10 majors during the first two years and 15–25 majors in the three years thereafter.

The table below outlines learning outcomes, related assessment methods, and where in the curriculum the assessment will take place.

<u>Learning Outcomes</u>	<u>Assessment Methods</u>	<u>Where Assessment Happens in Curriculum</u>
Students obtaining a BA/BS Philosophy Degree will be able to demonstrate		
1) formal and informal reasoning skills.	Short answer exams, Essays	Lower-division courses, upper-division courses
2) reading comprehension of primary philosophical texts.	Short answer exams, Essays , Thesis papers	Lower-division courses, upper-division courses
3) written evaluation skills of primary philosophical texts.	Short answer exams, Essays , Thesis papers	Lower-division courses, upper-division courses
4) application of philosophical texts in the world.	Thesis papers	Upper-division courses

The lower-division courses deliver the formative assessments. Short answer and essay exams measure students' ability to define key concepts in argument, employ methods of argument extraction and

evaluation, identify informal fallacies, construct valid arguments, and comprehend selections in primary Philosophical texts.

The upper-division courses deliver the summative assessment measures. The upper-division courses focus on employing the skills learned in the lower-division courses. The upper-division courses often require the students to read complete works in tandem with advanced topical or historical selections. Examinations are primarily thesis papers, ranging in length from 10–25 pages. The examinations measure the student's ability to express ideas about the texts, to answer questions about the text, to comprehend the text, to evaluate the text, and to apply the text in the world. These competencies were selected as standard for any philosophy major, because they are necessary for philosophic inquiry.

Section V: Finance

Budget

Five Year Budget Plan Philosophy Major					
Area	2011-12	2012-13	2013-14	2014-15	2015-16
REVENUE					
Projected FTE Enrollment (Courses)	39.5	44.5	42.5	56	55
Cost Per FTE	\$3,584	\$3,276	\$3,533	\$2,761	\$2,895
Student/Faculty Ratio (2 FTE Fac)	19.75	22.25	21.25	28	27.5
Projected Headcount (Majors)	8	10	15	20	25
Projected Tuition					
Gross Tuition	\$202,003	\$241,227	\$244,209	\$341,088	\$355,097
Tuition to Program	\$69,160	\$71,205	\$73,311	\$75,480	\$77,715
5 Year Budget Projection					
EXPENSES	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty Salaries	\$ 99,000	\$101,970	\$105,029	\$108,180	\$111,425
Benefits	\$ 41,580	\$42,827	\$44,112	\$45,436	\$46,799
Adjuncts	\$0	\$0	\$0	\$0	\$0
Overloads	\$0	\$0	\$0	\$0	\$0
Student Wages	\$0	\$0	\$0	\$0	\$0
Current Expense	\$600	\$600	\$600	\$600	\$600
Capital	\$0	\$0	\$0	\$0	\$0
Travel	\$400	\$400	\$400	\$400	\$400
Subtotal Expenses	\$141,580	\$145,797	\$150,141	\$154,616	\$159,224
REVENUE					
Legislative Appropriation	\$0	\$0	\$0	\$0	\$0
Grants & Contracts	\$0	\$0	\$0	\$0	\$0
Donations	\$0	\$0	\$0	\$0	\$0
Reallocation	\$ 72,420	\$74,593	\$76,830	\$79,135	\$81,509
Tuition to Program	\$69,160	\$71,205	\$73,311	\$75,480	\$77,715
Fees	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$141,580	\$145,797	\$150,141	\$154,616	\$159,224
Difference (Net)	\$ -	\$ -	\$ -	\$ -	\$ -

Funding Sources

The Philosophy major will be supported through internal reallocation and second-tier tuition.

Reallocation

The reallocation listed above includes existing faculty and resources supporting the minor.

Impact on Existing Budgets

The primary new cost to the program is a faculty line. The new faculty line has already had funding allocated for it for the 2011-12 academic year.

Appendix A: Program Curriculum

All Program Courses in Philosophy Major

Course Prefix & Number	Title	Credit Hours
Core Courses		
PHIL 1250	Reasoning and Rational Decision Making	3
PHIL 3200	Deductive Logic	3
PHIL 3300	Theory of Knowledge	3
PHIL 3400	Mind, Language, and Reality	3
PHIL 3500	Ethics	3
PHIL 3700	Political Philosophy	3
PHIL 4010	Senior Seminar	3
PHIL 4110	Ancient Greek Philosophy	3
PHIL 4120	Modern Philosophy	3
	Sub-Total	27
Elective Courses		
	9 hours of 12 hrs Required	
PHIL 1000	Introduction to Philosophy	3
PHIL 3011	Philosophy of (Variable topic)	3
PHIL 4900	Special Topics	3
PHIL 4910	Independent Research	1-3
	Degree Total	36
Emphasis Number	Emphasis Name	Requirements
Emphasis I	Analytic	BS and a minor in mathematics, computer science, or economics
Emphasis II	Ancient or Medieval Languages	BA with Arabic, Chinese, Greek, or Latin
Emphasis III	Modern or Contemporary Languages	BA with Arabic, Chinese, French, or German
Emphasis IV	Topics – Ethics, Political Philosophy, Metaphysics, or Epistemology	BA with any Language

New Courses to Be Added in the Next Five Years

SUU is adding the only three new courses necessary to offer the major. These courses should be in the catalog for the 2011/2012 academic year, when SUU propose to begin the major in philosophy. Here is a list of the course currently in the curriculum approval process:

Prefix and Number	Course Description	Title	Unit Hours
PHIL 3200	This course focuses on first-order symbolic logic and its application to natural languages, truth functions, and quantification. Prerequisite: Philosophy 1250.	Deductive Logic	3
PHIL 3700	This course examines major political philosophers, such as Plato, Aristotle, Hobbes, Locke, and Marx, as it investigates important political concepts, such as liberty, democracy, and justice.	Political Philosophy	3
PHIL 4010	This is a capstone course for philosophy majors that surveys a central philosophical problem(s). Prerequisite: Successful completion of one course in each area of the major.	Senior Seminar	3

Appendix B: Program Schedule

It is possible to complete the major in any four consecutive semesters. Here is one such class schedule, all course numbers have the designation "PHIL" and all courses are 3 unit hours:

Year 1		Year 2	
Fall	Spring	Fall	Spring
3700 – Political Philosophy	4110 - Ancient Greek	3500 – Ethics	4120 - Modern Philosophy
3400 – Mind, Language, and Reality	3200 – Deductive Logic	3300 – Theory of Knowledge	3200 - Deductive Logic
3011 – Philosophy of ...	1000 – Introduction to Philosophy	4900 - Special Topics	4010 - Senior Seminar
1250 – Reasoning and Rational Decision Making			

Appendix C: Faculty

Associate Professor of Philosophy: Kirk Fitzpatrick Ph.D. in Philosophy, Claremont Graduate University (1999); M.A. in philosophy, Claremont Graduate University (1993); B.A. in Philosophy, University of Utah (1990).

Assistant Professor of Philosophy: James Messina, Ph.D. in Philosophy, UC San Diego (2011), Fulbright Scholar at Humboldt-Universität (2008-09), B.A. in Philosophy and English, *Summa Cum Laude*, University of Rochester (NY), (2003).

The following SUU faculty may teach certain courses that count as elective credits toward the major.

Assistant Professor of English: Nozomi Irei Ph.D. in Comparative Literature, University of Wisconsin, Madison (2006); MA in University of York (1997); BA in English, Evangel University (1993). ENGL 4410 – Advanced Study of Critical Theory.

Assistant Professor of Political Science: Luke Perry Ph.D. in Political Science, University of Massachusetts, Amherst (2007); MA in Political Science (2005); BA in Political Science, York College of Pennsylvania (1999). POLS 4210 – History of Political Thought.

Assistant Professor of Sociology: Randle Heart Ph.D. in Sociology, University of Toronto (2007); MA in Sociology, University of Victoria (2000); BA in Sociology, University of Victoria (1998). SOC 3780 – Social Theory."

Appendix D: Sample Course Syllabi

Deductive Logic (Phil 3200, 3 credits); Southern Utah University, Spring 2010, MWF, 1:00-1:50, Instructor: Kirk Fitzpatrick Ph.D. (kfitzpatrick@suu.edu); Office: GC 108D, (435) 865-8389; Office hours: TBA. Department of Foreign Languages and Philosophy (GC 108) Text: Logic and Philosophy, 9th ed., Tidman and Kahane, Belmont: Thompson, 2003, ISBN 0-534-56172-1.

<i>Week</i>	<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
1	Introduction	1.1–1.5	1.6–1.9
2	1.5	2.1–2.4	2.5–2.7
3	<u>Vacation</u>	2.8–2.10	2.11–2.12
4	2.13–2.14	Review	Exam 1
5	3.1–3.3	3.4–3.7	3.8–3.10
6	4.1–4.2	4.3–4.4	4.5–4.6
7	<u>Vacation</u>	4.7–4.8	4.9–4.10
8	4.11–4.12	Review	Exam 2
9	5.1–5.3	5.4–5.6	5.7–5.9
10	7.1–7.4	7.5–7.7	7.8–7.9
11	<u>Vacation</u>	<u>Vacation</u>	<u>Vacation</u>
12	8.1–8.2	8.3–8.5	9.1–9.3
13	Review	Exam 3	<u>Vacation</u>
14	9.4–9.6	10.1–10.3	10.4–10.7
15	10.8–10.11	13.1–13.3	13.4–13.6
16	13.7	Review	<u>Study Day</u>
17	Final Exam: TBA		

Course Description: This course focuses on first-order symbolic logic and its application to natural languages, truth functions, and quantification. Prerequisite: Philosophy 1250.

Learning Objectives: Students will demonstrate the ability to successfully employ sentential logic and first-order logic, to translate natural language arguments into formal language, to work with quantifiers, and to conduct proofs and derivations in predicate calculus.

The homework provides drills and exercises. We will review the homework in class. The short-answer exams are based on the homework. Have a Blue Book for each exam.

The final grade sums from four exams, attendance, and participation:

Attendance	50
Participation	50
Four Exams	400

Total 500 points

100%-90%= A, 89%-80%=B, 79%-70%=C, 69%-60%=D, 59%-1%=F, 2% (or less) above a threshold marks as "minus," 8% (or more) above a threshold counts as "plus" (e.g., 88% is a B+, 82% is a B-).

If you cannot visit during my office hours and you would like to visit, we will make an appointment to meet at a mutually convenient time.

Class attendance is an important aspect of the course. I will take attendance 25 times through the semester. Each session that you attend is worth 2 points. There are 50 points for attendance throughout the course. Class

participation is an important part of the course. As you read you will have questions, or comments. Write them down. Offer your thoughts in class. Each class session you should have a question, or a comment, about the reading. At the end of the semester, I will assign points for participation. Quality participation will improve your final score.

If you must miss an exam you need to make arrangements with me in advance. In such cases, you must take the exam when you return to class. If prior arrangements are not made, the exam is lowered by one grade. You may find that you need to read each selection more than once. As a rule, I suggest you read each selection at least twice. Focus on the main point in the reading selection. Distinguish different sections within the reading selection. Take notes as you read. Use a dictionary. Look for key concepts and their definitions. Use the resources at school to help you understand what you read. I have many office hours. Come visit. Use the Web. Use e-mail. Talk to your classmates about the readings.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

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ELECTRONICS: No audio or visual recordings, including photography, are allowed in the class, except with written permission from the professor.

DISCLAIMER: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Political Philosophy (PHIL 3700-01), Fall 2011, Time and Location: TBA. Instructor: Kirk Fitzpatrick Ph.D. (fitzpatrick@suu.edu). Department of Foreign Languages and Humanities (GC 108), Office: GC 108D, (435) 865-8389 Office hours: TBA. Text: Contemporary Political Philosophy: An Anthology, 2nd. Ed., Goodin and Pettit, Carlton: Blackwell, 2006, ISBN 1-4051-3065-2.

<i>Week</i>	<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
1	Introduction	Part 1: Ch. 1	Ch.2
2	Labor Day	Ch. 3	Ch. 4
3	Ch. 5	Part 2: Ch. 6	Ch. 8
4	Part 3: Ch. 12	Ch. 13	Paper 1 Due
5	Ch.14	Part 4: Ch.18	Ch. 19
6	Ch. 20	Ch. 21	Ch. 22
7	Ch. 23	Part 6: Ch.30	Ch.31
8	Ch.32	Ch. 33	Paper 2 Due
9	Fall Break	Ch.34	Ch.35
10	Part 7: Ch.36	Ch.37	Ch.38
11	Ch. 39	Ch.40	Part 8: Ch. 41
12	Ch. 42	Ch. 43	Paper 3 Due
13	Ch. 44	Ch. 45	Ch.46
14	Ch. 47	Thanksgiving	Thanksgiving
15	Ch. 48	Ch. 9	Review
16	Study Day	Final Exam (Exam 1)	

Course Description: This course examines major political philosophers, such as Plato, Aristotle, Hobbes, Locke, and Marx, as it investigates important political concepts, such as liberty, democracy, and justice.

Learning Objectives: Students will demonstrate a working knowledge of central political philosophers and issues. Through a series of thesis papers and in-class examinations, students will identify, construct, and critique the primary source arguments.

The papers are graded according to their organizations and grammar (20%), content (40%), and the merits of your arguments (40%).

The final grade is calculated as follows:

Attendance/Participation	50
Quiz	50
Three Papers	300
Final Exam	100
Total	500 points

100%-90%= A, 89%-80%=B, 79%-70%=C, 69%-60%=D, 59%-1%=F, 2% (or less) above a threshold marks as "minus," 8% (or more) above a threshold counts as "plus" (e.g., 88% is a B+, 82% is a B-).

Class attendance is an important aspect of the course. I will take attendance 25 times through the semester. Each session that you attend is worth 1 point. There are 25 points for attendance throughout the course. Class participation is also worth 25 points. Quality participation will improve your final score.

If you must miss a paper due date or an exam, you need to make arrangements with me in advance. In such cases, you must take the exam when you return to class. If prior arrangements are not made, the exam is lowered by one full grade.

As you read you will have questions, or comments. Write them down. Offer your thoughts in class. Each class session you should have a question, or a comment, about the reading. You may find that you need to read each

selection more than once. As a rule, I suggest you read each selection at least twice. Focus on the main point in the reading selection. Distinguish different sections within the reading selection. Take notes as you read. Use a dictionary. Look for key concepts and their definitions. Use the resources at school to help you understand what you read. I have many office hours. Come visit. Use the Web. Use e-mail. Talk to your classmates about the readings.

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Senior Seminar (PHIL 4010-01), spring, 2008, Time and Location: TBA. Instructor: Kirk Fitzpatrick Ph.D. (fitzpatrick@suu.edu). Department of Foreign Languages and Humanities (GC 108), Office: GC 108D, (435) 865-8389 Office hours: TBA. Text: Scientific Inquiry: Readings in the Philosophy of Science, Klee, New York: Oxford University Press, 1999, ISBN 0-19-511976-2.

<i>Week</i>	<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
1	Introduction	Part 1: Ch. 1	Ch.2
2	Labor Day	Ch. 3	Ch. 4
3	Ch. 5	Ch. 6	Part 2: Ch. 7
4	Ch. 8	Ch. 9	Paper 1 Due
5	Ch.10	Ch.11	Part 3: Ch. 12
6	Ch. 13	Ch. 14	Ch. 15
7	Ch. 16	Ch.17	Ch.18
8	Part 4: Ch.19	Ch. 20	Paper 2 Due
9	Fall Break	Ch.21	Ch.22
10	Part 5: Ch.23	Ch.24	Ch.25
11	Ch. 26	Ch.27	Ch. 28
12	Ch. 29	Part 6: Ch. 30	Paper 3 Due
13	Ch. 31	Ch. 32	Ch. 33
14	Ch. 34	Thanksgiving	Thanksgiving
15	TBA	TBA	Review
16	Study Day	Final Exam Paper 4	

Course Description: This is a capstone course that surveys a central philosophical problem(s). Prerequisite: Declared major in philosophy and successful completion of one course in each area of the major. We will focus on the problem of defining, or limiting, science as a discipline. What is science?

Learning objectives and outcomes: To instill the ability to read primary and secondary philosophical texts, and to identify, critique, and generate arguments. The four papers address different aspects of science and in each paper you will offer an answer to the focal question of this class. At least one paper will demonstrate the ability to work in your BA language or a formal language.

Papers are graded for grammar and organization (20%), content (40%), and merits of your arguments (40%). At least one paper must incorporate work through your BA language.

The final grade is calculated as follows:

Attendance/Participation	50
Final Exam	50
Four Papers	400
Total	500 points

100%-90%= A, 89%-80%=B, 79%-70%=C, 69%-60%=D, 59%-1%=F, 2% (or less) above a threshold marks as "minus," 8% (or more) above a threshold counts as "plus" (e.g., 88% is a B+, 82% is a B-).

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May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Minor in Museum Studies

Issue

Southern Utah University (SUU) requests approval to offer a Minor in Museum Studies, effective Fall 2011. This program was approved by the SUU Board of Trustees on February 4, 2011.

Background

The Minor in Museum Studies will prepare graduates for junior-level curatorial, curatorial assistant, and other administrative or technical positions in museums of art. Preparation in Museum Studies includes a foundation in the history of art. In addition, Museum Studies courses acquaint students with the specialized operational procedures encountered in museums of art. The curriculum also provides first-hand participation in museum operation through internships and other on-the-job learning opportunities.

The growth of career opportunities in the field of Museum Studies and curatorial studies has greatly increased in the past decade, and the U.S. Bureau of Labor Statistics (BLS) reported that *museum curator and archivist jobs were expected to grow 20% from 2008-2018*, which was much faster than average (www.bls.gov). Competition for these jobs is high, but graduates with on-site training experience, particularly at a state-of-the-art facility, will be in the best position to capture these jobs. This will work to SUU's advantage in the marketplace. Positions in museum administration or management also are on the rise. The BLS reported that administrative services managers' salaries had increased substantially over the past decade, and had reached an average of \$81,530 in 2009.

The Department of Art and Design conducted a survey to gauge the level of interest in offering a Minor in Museum Studies. The survey was sent to students enrolled in the Art Insights class, a visiting artist lecture series with an enrollment of 250, most of whom are art and design majors. Additional polling in art classes indicated 20 students would be interested in the minor.

The proposed minor will be funded through internal reallocations.

Policy Issues

The Chief Academic Officers raised questions about limiting the minor to the Museum of Art at Southern Utah University. The institution explained that the minor was purposefully limited as the course of study is to prepare students for curator work in art museums. No other policy questions were raised.

Commissioner's Recommendation

The Commissioner recommends the Regents approve Southern Utah University's request to offer a Minor in Museum Studies.


William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to offer a Minor in Museum Studies

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 11, 2011

Section I: The Request

Southern Utah University requests approval to offer a Minor in Museum Studies effective Fall 2011. This program was approved by the SUU Board of Trustees on February 4, 2011.

Section II: Program Description

The Minor in Museum Studies will prepare graduates for junior-level curatorial, curatorial assistant, and other administrative or technical positions in museum settings and museums of art.

Preparation in Museum Studies includes a foundation in the history of art. In addition, Museum Studies courses acquaint students with the specialized operational procedures encountered in museums of art. The curriculum also provides first-hand participation in museum operation through internships and other on-the-job learning opportunities.

"Museum studies programs should be offered only when the institution includes a high-quality, working museum which welcomes interns/trainees . . ." This language from the National Association of Schools of Art and Design (NASAD) is exactly the intent of the proposed program. It is a program that not only welcomes interns/trainees, but will be unique in the country in the extent to which students will have responsibility and opportunity in the operation of the museum. As such, it will have unprecedented value to students as a museum training ground.

Purpose of Degree

The Museum Studies Minor is offered in connection with the Southern Utah Museum of Art (SUMA) – SUU's planned state-of-the-art curatorial and exhibition facility, which is slated to open in the Spring of 2012. SUMA will serve as both a working museum, which develops interns and trainees in the field and a public-oriented venue with significant ongoing involvement and engagement with the community.

Institutional Readiness

SUU is fortunate to have already in place a faculty team of highly qualified professionals in the three fields of study most directly relevant to an undergraduate Museum Studies Minor program.

Faculty

No additional faculty are needed for the proposed program. All of the faculty related to the proposed Minor in Museum Studies are fully prepared and qualified. The proposed Minor requires the addition of only a single new course -- ART 4910: Education in a Museum Environment -- to the SUU catalog. This course is proposed to be taught every other year in the Fall. The instructor of this course may be released from a different course by the addition of funding for one adjunct, at \$2100. Alternatively, one less section of the other course could be offered reducing the additional cost to zero.

Reece Summers, currently the Director of the Braithwaite Fine Arts Gallery and newly named Director of SUMA, already teaches ARTH 3080: Museum and Gallery Practices, as well as a graduate-level course in museum studies (AA 6080) which is currently offered to students in the masters' program in Arts Administration.

Deborah Snider, a highly experienced educator in the field of art education and SUU's new Assistant Professor of Art Education, has recently put forward a highly detailed Substantive Proposal for a new course, ART 4910: Education in a Museum Environment. This course addresses the curriculum needs for the proposed Minor in Museum Studies, and serves Majors in art education as well.

Andrew Marvick, SUU's Associate Professor of Art History with professional experience in museum and gallery management, has collaborated with Director Summers and Professor Snider in the design and planning of the proposed Minor in Museum Studies. The existing art history curriculum at SUU is more than adequate to meet the needs of the new Minor, and the addition of the Minor will not entail any change to the current art history curriculum during the new program's initial two or three years of activity, hence will have no appreciable impact on the annual operating budgets of either the Department of Art and Design or the College of Performing and Visual Arts. The opening of the Southern Utah Museum of Art will create academic and vocational interest in Museum Studies among undergraduates. It is important that the program be in place in time to meet the opening date of the new museum.

In addition, Eric Brown and three non-tenure-contract faculty – Elayna Clegg, Jay Fontano and Corey Strange -- will participate in the Museum Studies Minor curriculum. Each of these adjunct faculty holds an MFA in studio arts, and is fully qualified to teach the 2D Design component of the curriculum.

In addition, the Art Insights curriculum brings visiting visual-arts faculty and creative artists and designers to the SUU campus on a weekly basis throughout the academic year. These professionals, who include professionals in the field of museum and curatorial studies, will substantially enhance the curricular breadth of the Museum Studies Minor program.

Staff

No additional staffing positions should be required during the new programs' initial phases of activity. On the contrary, the addition of the Minor in Museum Studies and its attendant internships will reduce the number of staff needed in the Southern Utah Museum of Art.

Library and Information Resources

The current resources of SUU's Library are adequate to meet the education and research needs of students minoring in the proposed program in Museum Studies. No additional cost is anticipated with respect to information sources attendant to the minor concentration in Museum Studies.

Admission Requirements

There are no admission requirements beyond those of Southern Utah University. A student may combine the Minor in Museum Studies with any major.

Student Advisement

The College of Performing and Visual Arts has an advisor, as does each college at Southern Utah

University. Freshmen must meet with this advisor in order to register for classes. In addition, The director of the Southern Utah Museum of Art will advise students as he meets them in their internships and their Museum and Gallery Practices class. Each student who applies for an internship must meet with a sponsoring faculty member and the department chair who will advise them as to program requirements and placement opportunities.

Justification for Graduation Standards and Number of Credits

As with all degrees in the Department of Art and Design, students will need to pass all coursework with a grade of C or better. The graduation standards for the proposed Minor program in Museum Studies were devised in accordance with the accreditor NASAD's parameters for such a program. The program requires 19.5 credits. The NASAD standard is 15-24 semester hours for a minor. All credit, time, and competencies outlined in the Handbook of the National Association of Schools of Art and Design will be met by the outlined curriculum.

External Review and Accreditation

Southern Utah University was the first institution in the Utah System of Higher Education to be accredited in art and design. The chair of the Department of Art and Design is a trained and active accreditor for NASAD and believes that the program meets accreditation requirements. SUU's next accreditation review self study is 2010-2011. The visiting evaluating team will be on campus the following year, January 2012. The Minor in Museum Studies is included in the self-study and will be reviewed by the visiting evaluators and by NASAD's Commission on Accreditation. NASAD's preferred sequence is that a program is approved by the state prior to its review and approval.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	6		17:1	
2	8		17:1	
3	10		17.3:1	
4	12		17.5:1	
5	14		17.7:1	

The ratio of HC students in the program to faculty is projected to be statistically small. The FTE student-to-FTE faculty ratio Fall 2010 for the entire Department of Art and Design is 17 to 1 based on 272 FTE majors and 16 FTE faculty (includes FT faculty and adjuncts). The added courses and added HC students will have a small impact of the department student faculty ratio. The Art and Design Department is accredited by NASAD, but NASAD does not publish a required ratio. NASAD suggests programs such as the one at SUU should be around 15:1.

Expansion of Existing Program

With the exception of the immediate addition of ART 4910 (Education in a Museum Environment), the proposed Minor program in Museum Studies does not expand any existing program. This course will be required of Bachelor of Fine Arts in Secondary Art Education Majors as well. The course will give those students a broader view of education and an additional employment opportunity outside of secondary education. The proposed Minor constitutes a valuable addition to an art history or studio art major as well as connections to science. The Minor will help to qualify a student to work in a history, natural history museum, or any kind of museum as well. Enrollment numbers in the proposed program will likely be small

during the initial phase of its offering. It is reasonable to expect, however, that interest and excitement will build quickly once progress on the physical structure becomes visible.

Section III: Need

Program Need

The Minor in Museum Studies provides an additional employment path for students, and for art and design students in particular. This proposed program is part of a pattern of significant efforts by the Department of Art and Design to connect university training with the labor market for its students. This emphasis on employment opportunities has strengthened both applied and fine arts disciplines.

The SUMA director and the dean of the College of Performing and Visual Arts visited the University of Washington in October 2010 to assess the UW museum and museum studies program as a potential model for the museum facility at Southern Utah University. A connection is now being formed between SUU's proposed Museum Studies Minor and University of Washington's MA in Museology. The director, Kris Morrissey was enthusiastic about the proposed degree at SUU and will be coming to speak at SUU's visiting artist lecture series, Art Insights, Fall 2011. University of Washington admits about 30 of 140 applicants for their Museology program and graduated 28 this past year. SUU will form partnerships with four or five other graduate programs. The graduate students in the program at University of Washington have undergraduate majors in art, art history, design, anthropology, history and natural history-related fields. The director reviewed SUU's Minor and said it appeared that it would give their museum-trained BA students a big advantage when moving to the graduate level.

SUU has recently implemented a new emphasis on experiential learning. The coming of SUMA to SUU's campus creates for students not only an unprecedented opportunity for onsite experiential learning in the field of museology, but also an urgent need for the proposed Minor program in Museum Studies. The museum will be the laboratory for student experience that will prepare them for work in museums across the country. With the advent of SUMA's opening in 2012-13, Southern Utah University and the greater Southern Utah community are poised to seize an unprecedented opportunity for cultural expansion and enrichment. This opportunity can be fulfilled through a museum studies curriculum and program commensurate with the quality and scale of SUMA itself.

Upon its opening, SUMA will count among the most technologically advanced art museums and visual-cultural education facilities in the nation. In addition to the extraordinary promise for visual-cultural curricula in southern Utah which this institution represents, the new Minor program in Museum Studies is seen as an important new component in the overall curriculum profile of the Department of Art and Design at SUU; both the program itself and the courses specifically designed to meet its requirements will offer students in all the Department's fields of concentration new opportunities for experiential and immersive art education.

Labor Market Demand

One of the strongest reasons for the addition of the Minor is the increased opportunity for graduates. Opportunities for graduates in Museum Studies are expanding. The Minor will enhance graduates prospects for work in a gallery, museum or arts organization, reporting on and reviewing art, design and architecture for a newspaper, magazine or periodical. But, the greatest opportunities for these graduates lie in the field of museum studies.

The growth of career opportunities in the field of museum studies and curatorial studies has greatly increased in the past decade, and the U.S. Bureau of Labor Statistics (BLS) reported that *museum curator*

and archivist jobs were expected to grow 20% from 2008-2018, which was much faster than average (www.bls.gov). Competition for these jobs is high, but graduates with on-site training experience, particularly at a state-of-the-art facility will be in the best position to capture these jobs. This will work to SUU's advantage in the marketplace. Positions in museum administration or management are also on the rise. The BLS reported that administrative services managers' salaries had increased substantially over the past decade, and had reached an average of \$81,530 in 2009.

During a recent visit with Kris Morrissey, Director of the Museology Graduate Program at the University of Washington in Seattle, Reece Summers learned that the large majority of the program's students had come to the field from the areas of history, anthropology and natural history, but that the majority of professional career opportunities in the field favored candidates with art-related onsite museum experience. This inequity points clearly to the real labor-market advantage which minors (and eventually, as enrollment and demand increase, majors and masters' students as well) would enjoy in seeking admission both to graduate museology programs and to professional employment positions.

Student Demand

The Department of Art and Design conducted a survey to gage the level of interest in offering a Minor in Museum Studies. The survey explains the following: The Minor would prepare students to work in museums. Students would get experience through internships at the new Southern Utah Museum of Art. Courses would be offered in educational programming, exhibition mounting, and museum administration. If students have a major that includes some of the courses listed in the Minor, then that student would take alternate courses as determined by the student and department chair. First choice alternate courses would be additional internships and art history courses followed by design, marketing, and web courses, or other courses that would be valuable in a museum environment.

The survey was sent to students enrolled in the Art Insights class, a visiting artist lecture series with an enrollment of 250, most of whom are art and design majors. Students enrolled in that course would, in most instances, need alternate courses. The survey asked, "... if you think such a Minor would be beneficial to you and you would like to add such a Minor to your study, if SUU offered it, please reply to this email with a "YES" and add your name." Twelve students have responded "Yes" thus far. Deborah Snider, the instructor of the Education in a Museum Environment polled students in two Drawing II classes and in one 2D Design class. There were twenty students who signed a declaration of interest paper in those three classes. The Experiential learning at SUMA will make students graduating with a Minor in the field attractive to employees in related markets.

Similar Programs

A Minor in Museum Studies is still quite rare nationwide. A list, compiled and recently updated by the Smithsonian Institution, names only seven in the nation, none of which is located within the western-states. Moreover, no similar programs are planned anywhere within the state or the region. Certainly nothing remotely comparable to SUMA will be available to students anywhere in the region. Yet it's important to bear in mind that, as was indicated above, the lack of regional programs of this kind is not an indication of a lack of interest among students or a lack of opportunity in the museum field.

Collaboration with and Impact on Other USHE Institutions

Anticipating the value of communication with colleagues in the region, Braithwaite and SUMA Director Reece Summers have already had initial meetings with faculty and administrators in parallel and other

related positions at a broad range of institutions, including the University of Utah, Utah State University, Brigham Young University and Dixie State College; and many additional meetings are planned in preparation for the later stages of SUMA's planning, construction and opening. The priority has been to seek partnerships with these institutions regarding collaborative exhibitions and reciprocal lending agreements, as well as the initiation or expansion of educational programs in an informal setting, in which invited speakers convene with professionals and the general public as part of the Statewide Evenings for Educators. The goal is to see that the impact of SUMA on the community, the region and SUU's partner and parallel institutions is maximized from the outset of the building's life.

Benefits

The benefits of a Minor in Museum Studies are like the benefits of SUMA itself -- both to SUU and to the larger community of southern Utah. The new Minor and museum will support an increase in the prestige and reputation for excellence in learning, a broadening of cultural opportunities as well as an increase in interest in SUU as an institution of higher education.

Consistency with Institutional Mission

The proposed Minor in Museum Studies was devised in accordance with SUU's Mission Statement, which was revised in the Fall of 2010 in order to place new emphasis on the importance on experiential and immersive on-site education. The proposed Minor in Museum Studies is completely consistent with SUU's mission to promote excellence in education and the nurturing of good citizenship among its graduates through a common commitment to the highest academic standards of achievement and increasing intellectual and investment in experiential learning programs. An additional priority consistent with SUU's stated institutional goals will be the optimization of new opportunities for interdisciplinary projects in collaboration with other department faculty, SUMA staff and neighboring arts- and culture-related entities.

Section IV: Program and Student Assessment

Program Assessment

The goals of the Minor in Museum Studies are to help prepare a new generation of students as professionals within the growing -- and increasingly technology-oriented -- museum profession and the burgeoning academic field of museum studies, which is directed increasingly toward an emphasis on experiential, on-site learning. Procedures to assess whether goals are being met are in process, but assessment should be relatively easy to make by tracking enrollment, as well as the professional outcomes for, and post-graduate academic progress of, SUU's museum-studies graduates over succeeding years. Assessment will also come through the accreditation process with the National Association of Schools of Art and Design.

Expected Standards of Performance

The Minor in Museum Studies while oriented squarely within the curriculum offered by the Department of Art and Design, will be offered in the context of the broader program of general studies at SUU. The Minor requires 19.5 credit hours of study as outlined in the Program Curriculum. It will provide its students a foundation on which to conceptualize, analyze and critically evaluate art and design; to place visual-cultural objects within a historical and stylistic context; and to communicate clearly and effectively about art and design and about its relationship to society. Students who Minor in Museum Studies will be encouraged to participate in SUMA's unique experiential learning environment. These are standards that were designed after close attention was paid to SUU's current Mission Statement.

Section V: Finance

Budget

The proposed Minor is not the dominant program so there is no allocation or re-allocating of a program. Rather, there is "piggy backing" on existing curriculum by adding a course and a focused internship opportunity. For this reason, only the net is illustrated. Increased enrollment, due to the Minor, is therefore calculated simply by the one additional course taught every other year.

Faculty salary is calculated at 0.375 of a full salary, due to the growth of degree programs in Art and Design and the need for additional faculty, rather than simply calculating the cost of an adjunct.

Because of the need, both curricular and operational, for internships associated with the museum, hourly wages for paid internships are included.

The narrative speaks of some travel/assessment needs that are, as yet, imprecisely defined, so some figures are included as a place-holder in current expense, awaiting future decisions.

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment (for course # 4910, 4890, 3080)	3.80	5.80	5	7.8	6.20
Cost Per FTE (varies because not all three courses taught every year.	3,017	4,001	3,631	3,876	3,953
Student/Faculty Ratio (only a fraction of a current faculty member's load goes toward teaching in the minor)	NA	NA	NA	NA	NA
Projected Headcount	6	8	10	12	14
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition (varies because not all courses offered every year)	8,770	14,724	13,328	21,831	18,220
Tuition to Program	1,500	10,747	2,500	11,490	2,500
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages					
Benefits					
Total Personnel (based on a portion of a faculty salary)	9,966	21,205	15,564	27,734	22,007
Current Expense	1,500	2,000	2,500	2,500	2,500
Travel					
Capital					
Library Expense					
Total Expense	\$11,466	\$23,205	\$18,154	\$30,234	\$24,507
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation	9,966	12,731	15,654	18,744	22,007
Tuition to Program	1,500	10,474	2,500	11,490	2,500
Fees					
Total Revenue	\$11,466	\$23,205	\$18,154	\$30,234	\$24,507
Difference					
Revenue-Expense	\$	\$	\$	\$	\$

Funding Sources

No outside funding sources have been identified for this program to date, although very preliminary discussions are being held with donors to the SUMA project regarding the Minor in Museum Studies.

Reallocation

The total expense for the program is shown above for illustration purposes only. Revenue and costs, reallocations and tuition dollars are actually distributed or tracked at the level of an academic minor.

Impact on Existing Budgets

The Minor in Museum Studies creates a low-cost symbiotic relationship with the Southern Utah Museum of Art. Students benefit from valuable hands-on experience running a museum, under a museum director with 20 years' experience in operating university museums. SUMA benefits from a staff of students who, during their internships, manage the exhibition schedule, mounting, and promotion of exhibitions. This relationship reduces the personnel and thus the operating cost of the museum as it gives students meaningful opportunity and experience.

Appendix A Program Curriculum

All Program Courses

ART 1120 Two-Dimensional Design (F) (3)

A study of design fundamentals with an application in two-dimensional media. Presents the basic design principles and elements employed in all visual expression. (Fall, Spring, Summer)

ARTH 2710 Art History Survey I (H) (3)

A survey of Western Art from Prehistoric times through the Middle Ages. (Fall odd years)

ARTH 2720 Art History Survey II (H) (3)

A survey of Western Art from the Renaissance to the present. (Spring even years)

ART 3000 Art Insights (.5)

Students meet once weekly for seminars featuring professionals in visual art; artists, curators, educators, critics and art administrators. Through lectures, discussions, demonstrations, critiques and hands on experience, students will be introduced to current issues and the practical realities facing professionals in the visual arts. Art majors must repeat this class eight times (transfer students must enroll every semester) for a total of 4 credit hours. (P/F) (Fall, Spring)

AA 3010 Survey of Arts Administration (3)

An overview of arts administration and non-profit organizations including budgeting, marketing, development, finance, and planning. Students examine the arts as an industry, and gain an understanding of how functions vary according to discipline (theatre, dance, art, and music).

ART 3080 Gallery & Museum Practices (3) (See Appendix D)

Fundamental concepts of gallery and museum practices including in-depth study of the nature of objects, interpretation of objects, and administration responsibilities. (Fall)

ARTH 3750 History of Non-Western Art (3)

A lecture course focusing on the history of non-western art. Students will come to understand the history and modern-day significance of art from outside the western tradition. Prerequisite: ARTH 2710 or ART 1010. (Spring odd years)

ARTH 4750 Twentieth-Century Art (3)

Traces the history of art from approximately 1890 through the early years of the twenty-first century. Course material emphasizes but is not limited to art of the western world, i.e. Europe and the United States; with increased attention to the globalization of the art scene in recent decades. (Spring odd years)

ART 4890 Internship (P/F) (1-12)

Supervised work experience in any art and design related field. To be arranged with an Art & Design instructor. Instructor permission required. May be repeated twice. (Fall, Spring, Summer)

ART 4910 Education in a Museum Environment. New Course (See Appendix D)

Effective educational strategies, policies, and practices within a museum context, addressing audiences of all ages and interests. Project based. Open to all majors and for all types of museums. (Fall odd years)

ART 4910, Education in a Museum Environment (3 credits)

New Course Draft for Fall 2011

Required Text: The Museum Educator's Manual. Johnson, Anna; Huber, Kimberly A.; Cutler, Nancy; Bingmann, Melissa; and Grove, Tim. Lanham, Maryland: AltaMira Press. 2009. ISBN: 978-0-7591-1167-7

Catalog Description:

Catalog Description: Effective educational strategies, policies, and practices within a museum context, addressing audiences of all ages and interests. Project based. Open to all majors. No prerequisites.

Additional Course Description:

This course works closely with the Southern Utah Museum of Art (SUMA), and its curriculum is subject to the needs of SUMA each time it is taught. The course will address general needs of museums and cultural centers of all types: field museums, botanical gardens, natural history museums, etc.

This class is planned for its first delivery during the fall 2011 semester, in preparation for a 2012 SUMA opening, because educational structures need to be in place well before SUMA's opening. It is required for the proposed Museum Studies minor and Art Education majors, as well as strongly recommended for other Art & Design majors, if they are interested in working within a museum, art center, or similar venue. Students in other academic areas, such as the Sciences and Social Sciences, will also be able to take this course in preparation for work in a museum environment, and/or toward a Museum Studies minor.

Appendix B: Program Schedule

Course Number and Title	Credits		Frequency
Required			
ART 1120 2-Dimensional Design	3		Several sections each semester
ART 3000 Art Insights (3 semesters)	.5		Fall and Spring semesters
	.5		Fall and Spring semesters
	.5		Fall and Spring semesters
ART 4890 Internship	3		Every semester
Choose two of the following:			
AA 3010 Survey of Arts Administration	3		To be determined by demand
ART 3080 Museum & Gallery Practices	3		Every Fall
ART 4910 Education in a Museum Environment	3	New	Fall, odd years (initially)
Choose two of the following:			
ARTH 2710 Art History Survey I	3		Every Fall
ARTH 2720 Art History Survey II	3		Every Spring
ARTH 3750 History of Non-Western Art	3		Fall odd years
ARTH 4750 Twentieth Century Art	3		Every third semester
Total Credits Required:	19.5		

Appendix C: Faculty

The following faculty chart includes only those faculty with specific responsibilities in the Museum Studies Minor. 2D Design, one of the required courses, is taught by a number of faculty. The Director of the Museum Studies Minor has twenty years of professional curatorial experience managing university museum collections in collaborative development of regionally oriented art and cultural centers.

FACULTY WITH SPECIFIC RESPONSIBILITIES RELATING TO THE MINOR IN MUSEUM STUDIES						
Name	Year Hired	Rank	Tenure Status	Degrees/Credentials	Current Areas of Teaching	Specific Responsibilities with Museum Studies Requirements
Summers, Reece	2007	Director of the Southern Utah Museum of Art	Not applicable	M.A. History/Museum Studies, Utah State University, formal training in museum studies, research, collections management and interpretation of research and collections B.A. Education, University of Arizona, certified teacher B.A. Economics, University of Arizona, emphasis business management/marketing A.A. Art 1981, Cochise College, emphasis painting	Museum & Gallery Practices, Internship	Museum & Gallery Practices, supervision of internships in the Southern Utah Museum of Art
Marvick, Andrew	2005	Associate Professor	Tenured	PhD Art History, Columbia University, MA Art History, UCLA, BA Art History, Harvard University	Art History courses	Art history courses
Brown, Eric	1994	Associate Professor	Tenured	MFA Painting/Drawing, Drake University Utah Secondary Teaching Certificate BS Art Composite, Southern Utah State College	Drawing I Life Drawing & Anatomy 2D Design Watercolor	2D Design
Byrnes, Bill	2004	Professor	Tenured	MFA Design and Production Bachelors English, University of New Mexico	Survey of Arts Administration	Survey of Arts Administration
Snider, Deborah	2010	Assistant Professor	Tenure-track	MFA Interdisciplinary Arts, Goddard College MA Art Education, University of Colorado, Boulder BA Art Education, Western Michigan University Honors College 10 years experience as Executive Director of community art centers	2D Design, Drawing II, Art Methods, Education in a Museum Environment	2D Design, Education in a Museum Environment

Clegg, Elayna	2006	Adjunct	Not on tenure track	MFA Painting, Utah State University BFA Painting, University of Utah	2D Design, Drawing I	2D Design
Fontano, Jay	2009	Adjunct	Not on tenure track	MFA Illustration (in progress) Academy of Art University	2D Design, Drawing I	2D Design
Strange, Corey	2009	Adjunct	Not on tenure track	MFA Art, Space, Nature, Edinburgh College of Art, Scotland BFA Painting, Kansas City Art Institute	2D Design	2D Design

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Minor in Shakespeare Studies

Issue

Southern Utah University (SUU) requests approval to offer a Minor in Shakespeare Studies, effective Fall Semester 2011. This program proposal was approved by the SUU Board of Trustees on February 4, 2011.

Background

The 21-credit hour Minor in Shakespeare Studies provides an interdisciplinary plan of study proposed jointly by the English, History and Sociology, and Theatre Arts and Dance Departments. Students pursuing this minor will be introduced to Shakespeare's plays in multiple contexts through a new course, SST 1300 – *Shakespeare Unbound*, by exploring the disciplines of literature, history, and theatre to comprehend the plays in relation to their culture, then and now. Existing courses in literature/script analysis, early modern England, literary history specific to Renaissance drama, and acting styles provide the core of required and elective offering. The new course, THEA 3733 – *Dramaturgy*, will link literary theory to practical work through the understanding of the creation and production of Shakespeare's plays. The proposed minor will be overseen by a director for the proposed Center for Shakespeare Studies. This non-tenured position will be a 12-month appointment which will teach two classes in the minor.

The U.S. Department of Labor does not specifically provide statistics for Shakespeare Studies; however, Utah needs citizens who are adaptable to an ever-changing environment. The Minor in Shakespeare Studies is designed with an interdisciplinary focus to complement a student's major field of study with strong critical thinking, research, analytical, and communication skills.

The topic of Shakespeare Studies is of interest in a community that produces at least five Shakespeare plays annually, four produced by the Utah Shakespeare Festival and one by the University. The Theatre Arts and Dance Shakespeare production is one of the most popular and top grossing productions of the year. In addition to Shakespeare performance, there is a precedent for high enrollment in Shakespeare classes on the University campus. During a period of four semesters, 164 students enrolled in ENGL 2010 *Shakespeare and Adaptation*. Demand is also generated through the annual Shakespeare competition. This annual event hosts 2,500 high school students from 100 schools who perform Shakespeare pieces every year. It serves as a major recruiting tool for Southern Utah University. Presently,

SUU students are adapting courses of study that reflect their desire for continued Shakespeare scholarship. Currently, 38 students have developed interdisciplinary majors in history, English and theatre that coincide with the interdisciplinary focus of the proposed minor. With current recruiting trends, enrollment and academic emphasis the minor could increase enrollment in various departments.

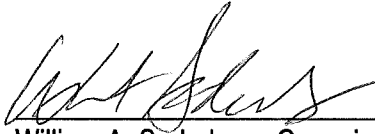
The cost of the proposed minor will be \$31,876 to cover the new director of the program. SUU will cover the cost through internal reallocations.

Policy Issues

Questions were raised about the new director of the Shakespeare Center whose position will be non-tenured. However, the director, once hired, will be teaching a few classes as part of his/her full load. No other policy questions were raised.

Commissioner's Recommendation

The Commissioner recommends the Regents approve Southern Utah University's request to offer a Minor in Shakespeare Studies.


William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Minor in Shakespeare Studies

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 11, 2011

Section I: The Request

Southern Utah University (SUU) requests approval to offer a Minor in Shakespeare Studies, effective Fall semester 2011. This program proposal was approved by the SUU Board of Trustees on February 4, 2011.

Section II: Program Description

Complete Program Description

The Minor in Shakespeare Studies provides an interdisciplinary plan of study proposed jointly by the English, History and Sociology, and Theatre Arts and Dance Departments. Students pursuing this Minor will be introduced to Shakespeare's plays in multiple contexts through a new course, SST 1300 – *Shakespeare Unbound*, by exploring the disciplines of literature, history, and theatre to comprehend the plays in relation to their culture, then and now. Existing courses in literature/script analysis, early modern England, literary history specific to Renaissance drama, and acting styles provide the core of required and elective offering. A new course, THEA 3733 – *Dramaturgy*, will link literary theory to practical work through the understanding of the creation and production of Shakespeare's plays.

Purpose of Degree

The rich tradition of studying and performing Shakespeare's work has been strongly supported by Southern Utah University since its beginning as the Branch Normal School. This support has fostered the emergence and extraordinary success of the Utah Shakespeare Festival and conferred in the public mind a bond between SUU and Shakespeare. This proposal for a Minor in Shakespeare Studies is designed to capitalize on SUU's rich 50-year heritage as host of the Utah Shakespeare Festival by broadening and enhancing the scholarly and educational impact of this unique partnership.

The proposed Minor has been created in connection with a proposed Center for Shakespeare Studies beginning in fall 2011 and will foster SUU's exploration of Renaissance studies across multiple academic disciplines. It is a logical step to help fulfill SUU's vision to become nationally recognized as a premier institution of learning as articulated in the Academic Roadmap 2010-13.

Institutional Readiness

SUU has in place faculty and qualified professionals with expertise to teach the multiple subject areas that parallel Shakespeare's period. The existing structure and association with USF and the annual Wooden O Symposium ([see http://www.bard.org/education.woodeno/schedule.html](http://www.bard.org/education.woodeno/schedule.html)) will provide students opportunity to study with visiting Shakespeare scholars, leading artists, and practitioners in the field. The proposed Center for Shakespeare Studies will provide the coordination of the Minor and its interdisciplinary approach with the English, History and Sociology, and Theatre Arts and Dance Departments. A faculty advisory committee will be created to work with the Center director to assist with oversight of the Minor and provide input on the programmatic activities of the Center. The advisory committee would be comprised of representatives from the Departments of English, History and Sociology, and Theatre Arts.

Faculty

The proposed Center for Shakespeare Studies (CSS) will include a new director position. The CSS Director will hold an appointment as a professional staff member with a faculty appointment. Since the Center will

be a year-round operation the decision was made to create a director position that is administrative with a non-tenure track faculty appointment. The director will normally teach two courses as part of the core curriculum for the Minor, and depending on his or her background, may teach other specialized courses as the demand arises. A search is underway for a director. The successful candidate is expected to have a terminal degree in the field of Shakespeare Studies, Renaissance Studies, Theatre, Dramaturgy, or English. A search is in progress for the Center director.

The Minor will be supported by nine other faculty and staff who have been part of the group charged with formulating the Minor. The scholarly and artistic accomplishments of the SUU multidisciplinary faculty who will be teaching in the Minor provides evidence of a commitment to excellence. In addition, USF and Wooden O Symposium bring visiting scholars, artists, and practitioners to SUU campus. These guests will help enhance the impact of the Minor with special short-term seminars and workshops.

Staff

Initially no new staffing will be required to support the Minor. Administrative support will be provided by the Theatre Arts and Dance Department.

Library and Information Resources

The library currently has sufficient Shakespeare and related materials to support this program of instruction. No additional cost is anticipated. However, a budget for acquiring new materials will be ideal in order for the library to obtain future items as well as any older resources that might strengthen the library's collections and thereby benefit student learning. The Early English Books Online (EEBO) Database has recently been purchased by the library to support the program. EEBO contains thousands of English-language titles published from 1475 to 1700 and is a key resource that will support the proposed program by providing access to valuable, otherwise hard-to-find documents.

Both print and electronic resources are essential to support this course of study and SUU has an extensive collection. Moreover, as this specialized program will focus-upon meaningful, experiential learning, materials of academic or scholarly quality will enhance the learning experience for students as well as augment the work students produce through written, oral, and performance-based assignments. The Christopher/Mann Reading Room within SUU's Special Collections provides students opportunities to examine materials and artifacts specific to Shakespeare that are rare, expensive, or in need of special handling.

Admission Requirements

Southern Utah University's Admission Office determines admission status and the standard that students must meet to be admitted to the institution. There are no admission requirements beyond those of SUU for the Minor in Shakespeare Studies.

Student Advisement

Students in the Shakespeare Studies program will have the benefit of the academic advisor in the College of Performing and Visual Arts. Based on knowledge of requirements in the Minor in Shakespeare Studies, the academic advisor will assist the student in tracking progress towards completion. The Director of Shakespeare Studies will serve as a mentor to assist students in such areas as career choices, graduate school preparation, and professional contacts.

Justification for Graduation Standards and Number of Credits

Graduation standards have been determined by institutional requirements. Total credit hour requirements for a Minor in Shakespeare Studies are 21 semester hours. The proposed program does not exceed USHE credit maximums for a minor field of study.

External Review and Accreditation

Dr. Michael Flachmann, Professor of English and Director of University Honors Programs at California State University, Bakersfield, and 1995 Carnegie Foundation United States Professor of the Year reviewed the curriculum proposal and provided the following statement:

"I'm absolutely delighted that Southern Utah University is considering the formation of a Center for Shakespeare Studies with an academic minor. In my opinion, this is a perfect time in the history of the university and its long and rewarding partnership with the Tony-Award winning Utah Shakespeare Festival (USF) for such a collaborative academic venture to take place. The rich resources of the university in terms of its outstanding faculty, its beautiful physical facilities, and its administrative leadership will be strengthened and improved through a more formal partnership with the world-class directors, designers, actors, and stage technicians at the festival. By the same token, the festival's educational programs will be amplified and expanded through a closer association with the power and prestige of the university. The new academic programs offered in collaboration between SUU and the festival will bring increased national and international respect to both institutions and should attract a succession of new students into what will surely become one of the premiere Centers for Shakespeare Studies in the world. I congratulate both the university and the festival for having the vision to undertake this exciting new partnership."

Projected Enrollment

There were 164 students over four semesters who took ENGL 2010 *Shakespeare and Adaptation*, a course that fills up quickly and ends up with a waiting list. Students enrolled in the course come from a variety of declared majors and likely would consider taking SST 1010 *Shakespeare Unbound* for their GE Humanities credit if the class is available to them. There are currently 38 students who have developed interdisciplinary majors in history, English, and theatre that coincided with the interdisciplinary focus for the proposed Minor. Based on the above information the projected student headcount enrollment is:

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	12	.5	12: 0.5	NA
2	16	.5	16: 0.5	NA
3	20	.5	20: 0.5	NA
4	22	1	22:0.5	NA
5	25	1	25:0.5	NA

The University projects that by year 4 the course offerings will reach their full potential and the number of minors in the program. The Minor has been planned so that existing faculty with the support of the new Director of the Center for Shakespeare Studies will be able to cover the course offerings depending on the need.

Expansion of Existing Program

The proposed Minor is not an expansion of any existing curriculum program.

Section III: Need

Program Need

The following six reasons show the need to initiate the proposed Minor in Shakespeare Studies:

- 1) Through this program, the Utah Shakespeare Festival, the Wooden O Symposium, and the proposed Center for Shakespeare Studies can be intentionally tied to academic curriculum.
- 2) The Utah Shakespeare Festival provides a living "laboratory" to accompany the in-class instruction, as well as affording deeper and experiential learning.
- 3) The proposal harnesses SUU's unique place in the university and college campuses in Utah and provides an opportunity to blend current resources with educational opportunities.
- 4) The program is designed to be a coherent, interdisciplinary program serving as a secondary academic specialization thus providing a rich opportunity for broadening student's perspectives.
- 5) The Minor in Shakespeare Studies provides opportunities within the USHE similar to those at Southern Oregon University (one of SUU's peer institutions) or Mary Baldwin College in Virginia.
- 6) There are significant numbers of full-time expert faculty on Shakespeare and Renaissance Studies to offer the program.

Labor Market Demand

The U.S. Department of Labor does not specifically provide statistics for Shakespeare Studies; however, as Utah needs citizens who are adaptable to an ever-changing environment. The Minor in Shakespeare Studies is designed with an interdisciplinary focus to complement a student's major field of study with strong critical thinking, research, analytical, and communication skills.

Student Demand

The topic of Shakespeare studies is of interest in a community that produces at least five Shakespeare plays annually, four produced by the Festival and one from the University. The Theatre Arts and Dance Shakespeare production is one of the most popular and top grossing productions of the year. In addition to Shakespeare performance there is a precedent for high enrollment in Shakespeare classes on the University campus. During the period of four semesters, 164 students enrolled in ENGL 2010 *Shakespeare and Adaptation*. Demand is also generated through the annual Shakespeare competition. This annual event hosts 2,500 high school students from 100 schools who perform Shakespeare pieces every year. It serves as a major recruiting tool for the Southern Utah University. Presently, SUU students are adapting courses of study that reflect their desire for continued Shakespeare scholarship. Currently, 38 students have developed interdisciplinary majors in history, English and theatre that coincide with the interdisciplinary focus of the proposed Minor. With current recruiting trends, enrollment and academic emphasis, the Minor could increase enrollment in various departments.

Similar Programs

There are no other programs in the state of Utah or the Intermountain Region. The closest program is at Southern Oregon University, one of SUU's new peer school.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution offers a Minor in Shakespeare Studies. However, SUU sees that by offering this Minor and in creating a Center for Shakespeare Studies, other university programs in the state can take advantage of the planned academic and scholarly programming.

Benefits

Southern Utah University will benefit by increasing the integration of academics with the world-class Shakespearean Festival within its institution. The institution will further benefit by meeting the academic vision to be recognized as a premiere institution of learning by providing rigorous programs promoting critical thinking, research, analytical, and communication skills. The Utah System of Higher Education will benefit by approving a program aligned with the unique mission of Southern Utah University.

Consistency with Institutional Mission

SUU is a comprehensive regional institution offering graduate, baccalaureate, associates, and technical programs. It is the institution's role to provide excellent education through a diverse, dynamic and personalized learning environment and develop students to be critical thinkers and effective communicators. The addition of a Minor in Shakespeare Studies is aligned with SUU's mission. This program dovetails with SUU's mission as it interfaces with the Utah System of Higher Education and capitalize on the institution's unique and professional link with the Utah Shakespearean Festival.

Section IV: Program and Student Assessment

Program Assessment

The goals of the Minor in Shakespeare Studies are to develop connections between literature, history, and Shakespeare theatrical performance, and create an academic partnership between the Utah Shakespeare Festival and the University. Through this partnership students will obtain preparation for employment in dramaturgical and literature based research positions, and develop strong critical thinking, analytical, and communication skills.

Students completing a Minor in Shakespeare Studies will:

- 1) Demonstrate knowledge of the fundamental concepts of Shakespeare plays through history, text and performance
- 2) Develop skills in the practice of intellectual inquiry, in the analysis and synthesis of cultural knowledge, and in the part of performance
- 3) Gain an understanding of the historical contexts in which Shakespeare wrote his plays with an appreciation for how those plays were performed and received
- 4) Communicate effectively with diverse audiences through on-going oral and written presentations.

The following performance indicators, tools, and measurement evaluate these learning outcomes:

- 1) Course-based assessment
- 2) Post-graduate academic progress (variety of disciplines).

Expected Standards of Performance

The Minor in Shakespeare Studies is interdisciplinary in nature with a curriculum offered by the Departments of English, History and Sociology, Theatre Arts and Dance and the proposed Center for Shakespeare Studies. It will be offered in the context of a broader, liberal arts program of study to

compliment the variety of majors offered at SUU. The Minor requires 21 credit hours of study as outlined in the Program Curriculum. The program is strong in upper-division credits requiring students to conceptualize, analyze and critically comment on the work of Shakespeare in its historical and stylistic context.

Section V: Finance

The Minor in Shakespeare Studies will be coordinated through the Center for Shakespeare Studies (CSS). The CSS director will be teaching the new SST 1300 class and will be coordinating the other curricular offerings with the English, Theatre, and History and Sociology Departments. The actual teaching assignments will be determined depending on the special knowledge areas of whoever is hired for the CSS director position. The budget reflects the teaching academic appointment of the CSS director and costs related directly to the Minor.

Budget for the Minor

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	12	16	20	22	25
Cost Per FTE	\$2656	\$2052	\$1691	\$1583	\$1435
Student/Faculty Ratio	12: 0.5	16: 0.5	20: 0.5	22: 0.5	25:0.5
Projected Headcount	20	25	30	35	38
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition					
Tuition to Program					
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages*	\$ 22,448	\$23,121	\$23,815	\$24,530	\$25,265
Benefits	\$ 9,428	\$9,711	\$10,002	\$10,302	\$10,611
Total Personnel					
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense	\$31,876	\$32,832	\$33,817	\$34,832	\$35,877
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	\$31,876	\$32,832	\$33,817	\$34,832	\$35,877
Fees					
Total Revenue	\$31,876	\$32,832	\$33,817	\$34,832	\$35,877
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

* The salary shown reflects the teaching appointment of the director for the Center for Shakespeare Studies. The estimated starting salary for the director will be approximately \$67,500.

The student headcount is the estimated number taking the core SST 1300 class per year. Salary and benefits are factored with a 3% escalator.

Funding Sources

The budget for the Center director's faculty and teaching responsibility is shown in the above table. Funding will be a combination of reallocations with the Academic Affairs budget and tier-two tuition planned for the 2011-12 SUU academic year.

Reallocation

The Academic Roadmap 2010-13 is being used to establish budget reallocation priorities.

Impact on Existing Budgets

The Minor and the Center will be funded through Tier-2 tuition. The establishment of the Center for Shakespeare Studies was approved by the SUU Trustees on February 4, 2011 and was approved by the OCHE March 7, 2011. The budget allocation for the CSS is in the 2011-12 SUU budget and a search for the director position is underway.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
<i>Core Courses</i>		
SST 1300	Shakespeare Unbound	3
THEA 1713 or ENGL 2200 or ENGL 2240	Script Analysis Intro. To Literature & Culture Introduction to Poetry	3
THEA 3733	Dramaturgy	3
ENGL 4320	Shakespeare	3
	Sub-Total	12
<i>Elective Courses</i>		
ENGL 2010	Intermediate Writing: Shakespeare & Adaptation	3
THEA 2711	Dramatic Literature	1
THEA 3713	Theatre History I	3
THEA 4113	Acting Styles III: Shakespeare	3
ENGL 4210	Literary History: Renaissance Drama	3
HIST 4550	Early Modern England	3
HIST 4555	Historical Shakespeare	3
	Sub-Total	9
	Total Number of Credits	21

New Courses to be Added in the Next Five Years

The following are newly approved courses to be taught beginning 2011-2012 academic year.

SST 1300 - Shakespeare Unbound - 3 Credits

Explores Shakespeare's plays in multiple contexts, using the disciplines of literature, history, and theatre to prepare students to comprehend the plays in relation to their cultures, then and now.

THEA 3733 – Dramaturgy - 3 Credits

This course is designed to give the theatre artist a grounding in the basics of conducting dramaturgical research, with particular reference to Shakespearean study and production.

HIST 4555 - The Historical Shakespeare - 3 credits

Students will explore Shakespeare's life and plays within the historical context of early modern English society, politics, and culture.

**APPENDIX B:
TENTATIVE SCHEDULE OF COURSE ACTIVITIES**

SESSION	TOPIC
01	Introduction; definitions; functions of a dramaturg
02	World of the characters, world of the play, atmosphere, society then and now
03	Preproduction: Laying the Groundwork
04	Preproduction: Starting the production casebook
05	Providing what is needed, based on a Shakespearean comedy
06	Presentation I results of online research
07	Providing what is needed, based on a Shakespearean tragedy
08	The importance of a production history
09	Providing what is needed, based on a Shakespearean history
10	Working with a director
11	Guest lecture: developing a concept
12	Providing what is needed, based on a Shakespearean romance
13	Working with actors
14	Guest lecture: approaching the role
15	Working with designers
16	Guest lecture: concept meetings
17	Working with marketing and publicity
18	Guest lecture: attracting an audience
19	Presentation II results of textual and literary research
20	Outreach and education – notes for director's notes
21	Program notes
22	Study Guides
23	Pre- and postplay orientation
24	Talkbacks
25	Presentation III Production casebook in progress
26	When to print, when to reference, how to disseminate information
27	During rehearsals
28	Unfamiliar territory I – Greeks through Ibsen
29	Unfamiliar territory II Musicals, new plays
30	Presentation IV: The completed casebook

Syllabus for HIST 4555 - The Historical Shakespeare - 3 credits is still be developed. It will be uploaded as soon as it is completed.

Appendix C

Faculty Who Will Be Teaching in the Minor and/or Assisting with Activities Related to the Center for Shakespeare Studies

Michael Bahr, Education Director of the Utah Shakespearean Festival for the past 12 years. In this position he has directed and produced Shakespeare plays touring across the intermountain west for the Festival's Shakespeare-in-the-Schools program. He manages the multiple literary programs and workshops that supplement the plays at the Festival. With the support of SUU and the USF, he co-created the Wooden O Symposium, an interdisciplinary academic conference dedicated to the exploration of medieval through early modern studies through the text and performance of Shakespeare's plays. In addition to directing numerous plays, Bahr designs curriculum that supports the Festival's plays. He serves as orientation director, preparing audiences for the Shakespeare plays for the summer and fall seasons.

Professor Richard Bugg received his MFA in Acting from the National Theatre Conservatory in 1988, and his BA in Theatre from BYU in 1985. He has served as the Chair of the Kennedy Center American College Theater Festival, Pacific Southwest Region. He is also the Founder & Artistic Director of the Neil Simon Festival - a professional summer theatre. Professor Bugg is an actor on both the stage and screen. Some of his stage credits include the Denver Center Theatre, the Utah Shakespearean Festival, and the Neil Simon Festival. Some of his screen credits include *Double Jeopardy*, *The President's Child*, and *Joseph Smith-Prophet of the Restoration*. Some of his television credits include *Walker-Texas Ranger*, *Touched by An Angel*, and *Promised Land*.

Dr. Curtis Bostick, Ph.D. in History. Dr. Bostick teaches courses on Medieval and Early Modern England. Two of his publications focus on topics in the latter field: *The Antichrist and the Lollards: Apocalypticism in Late Medieval and Reformation England* and *To Print in Memory: Biblicism and Its Effects on Elizabethan Plays*. *Wooden O" Symposium Journal I* (2001): 99-108. His latest research focuses on the early modern witch-hunts, primarily in Scotland and England.

Julia Combs (A.B.D) is a Lecturer of English at SUU, and her areas of emphasis include Early Modern and Medieval literature. Her doctoral dissertation (UNLV defense Spring 2011) is a rhetorical analysis of the Early Modern conduct manual *A Mother's Blessing*. Her comprehensive exams included an analysis of poetry in Shakespearean drama and also the legacy of medieval mystery plays in Early Modern drama. Recent conference presentations include *If I Were a Man: Intersections of Genre and Gender in A Mother's Blessing* at the Rhetoric Society of America (Minneapolis 2010) and *Making Much Ado about Nothing in Shakespeare and John Donne* at the Wooden O Symposium (2010).

Dr. Christine Frezza, Ph.D. Theatre History has taught Materials and Methods of Theatre Research (at both graduate and undergraduate levels) for the University of Pittsburgh, and History of Style for SUU's Theatre Arts and Dance Department. In addition, she has written analytical papers for the Utah Shakespearean Festival for the past ten years; she also created the Study Guides for five of the productions in USF's Touring Company repertoire. Unofficially, she acts as researcher and guide to student dramaturges on an as-needed basis for all Theatre Arts productions, both main stage and student directed.

Dr. Michelle Orihel, Ph.D. in History has research interest center on the politics and print culture of the early modern Atlantic world, focusing especially on the development of republican ideas and culture

in Great Britain and America. Her Master's level research concentrated on early modern British history, exploring English reactions to the 1641 Irish Rebellion, while her doctoral research focused on the transatlantic and revolutionary origins of the politics of the early American republic. She is developing an upper-division course as part of the Shakespeare Studies minor on the Historical Shakespeare, a course that will explore Shakespeare's life and works from an historical perspective.

Dr. Rosa A. Perez is Assistant Professor of French at SUU. She has published several articles on exchanges between Jews and Christians in medieval northern France, and also one on Rabelais in the Renaissance. Her dissertation (The Graduate Center at CUNY, 2005) *Martyrs and Moneylenders: Retrieving the Memory of Jewish Women in Medieval and Northern France* focuses on gender, and historical and cultural representations of Jewish women. She teaches French language courses and advanced courses in French and Francophone literatures and cultures.

Peter Sham, MFA in Theatre, is director of theatre/co-chair for Southern Utah University's Department of Theatre Arts & Dance. He is the author of the musicals, *Toyland*, *It's a Dog's Life: Man's Best Musical & Waxworks*; and the plays, *Shakespeare's Moby Dick*, a classical adaptation of Herman Melville's American masterpiece, and *A Christmas Carol: On the Air* (written with Brad Carroll). A veteran US regional actor for over 30 years, he has performed at such places as The Asolo Theatre, Milwaukee Repertory Theater, Studio Arena Theatre, Eastside Playhouse, Perry Street Theatre, Artpark, Yale Cabaret, and was a principal member of the Tony Award winning Utah Shakespearean Festival for 11 seasons. Additionally, Peter has directed numerous productions throughout the United States.

Dr. Jessica Tvordi is Associate Professor of English at SUU. She teaches courses on Shakespeare, Shakespeare and Adaptation, and Renaissance Drama. Her publications on Shakespeare and other dramatic literature of the period include articles on *Othello* in *The Journal of the Wooden O*, on *As You Like It* and *Twelfth Night* in *Maids and Mistresses, Cousins and Queens: Female Alliances in Early Modern England*, and, most recently, on Thomas Carew's court masque *Coelum, Britannicum* in *Quidditas*. Her doctoral dissertation (University of Arizona, 2002) focused on representations of English nationalism in early modern literature (including works produced for the public and private performances), and her comprehensive examinations included an area emphasis on Shakespeare.

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Minor in Sustainability Studies

Issue

Southern Utah University (SUU) requests approval to offer a Minor in Sustainability Studies, effective Fall Semester 2011. This program was approved by the SUU Trustees on February 4, 2011.

Background

This new interdisciplinary 21 to 23-credit hour Minor, which will be housed in the Department of Sociology and History, allows students to take course work in the following areas: agricultural science, anthropology, biology, engineering, English, geology, geography, natural resources, outdoor recreation, psychology, sociology, and hotel, resort and hospitality management. Students pursuing the interdisciplinary Sustainability Studies Minor at SUU will be exposed to a broad diversity of academic disciplines that are critical to understanding the human-environment relationship. The proposed plan of study will give students practical, hands-on experience outside the classroom so that students will be provided with "real life" exposure to environmental challenges, such as energy issues, water quality and scarcity, and pollution.

According to an article entitled "Job market sees growing demand for sustainability managers" at www.experience.com:

I see new job postings every week for sustainability directors, managers, coordinators, and related staff people. Any institution that has a large number of people and a physical infrastructure that includes buildings, grounds, food service, a vehicle fleet, water/wastewater facilities, intensive use of energy (possibly from their own utility), lots of equipment and appliances that use electricity, a transportation network, and the large-scale procurement of goods and services will eventually require a sustainability manager. This means cities and towns, school districts, utility districts, colleges and universities, federal government agencies, military bases, and larger corporations. That's a lot of the national economy. Consider a few numbers. In the United States, there are 3,304 county governments, 19,431 municipal governments, 16,056 township governments, 13,522 school districts, 35,356 'special district' governments, and over 4,100 two-year and four-year colleges. We have dozens of large military installations. And then there are the 50 state governments with their related agencies, and our U.S. territories. That's just the public sector. In the private sector, all of

the Fortune 1000 companies will be hiring (or designating) sustainability managers, and thousands of smaller businesses will need staff as well.

As of December 20, 2010, SUU's Earth Club had over 230 students on its e-mail list. A quick polling of these students indicated strong interest in the program, with over 30 responding with requests for more information about when the Minor would be offered.

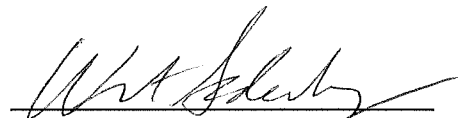
No new funding will be required for the proposed Minor.

Policy Issues

No policy issues were raised.

Commissioner's Recommendation

The Commissioner recommends the Regents approve Southern Utah University's request to offer a Minor in Sustainability Studies.



William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Minor in Sustainability Studies

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

May 11, 2011

Section I: The Request

Southern Utah University requests approval to offer a Minor in Sustainability Studies effective Fall semester 2011. This program was approved by the SUU Trustees on February 4, 2011.

Section II: Program Description

Complete Program Description

This interdisciplinary Minor combines the knowledge and skills of agricultural science, anthropology, biology, engineering, English, geology, geography, natural resources, outdoor recreation, psychology, sociology, and hotel, resort and hospitality management with practical, hands-on experience outside the classroom so that the student will be provided with "real life" exposure to environmental challenges, such as energy issues, water quality and scarcity, and pollution.

Students pursuing the interdisciplinary Sustainability Studies Minor at SUU will be exposed to a broad diversity of academic disciplines that are critical to understanding the human-environment relationship. With a focus on experiential learning, research, community service, and leadership development, students will have an opportunity to make our world more sustainable. The interdisciplinary Sustainability Studies Minor will be housed in the Department of History and Sociology.

In order to earn a Sustainability Studies Minor, students will be required to take 21 to 23 credit hours. All students will take Introduction to Environmental Studies (HSS 1200), then students will choose two courses in each of the three areas: Area 1 is Humanities and Social Sciences, Area 2 is Natural and Physical Science, and Area 3 is Public Engagement. Several courses (7-10) will be offered in each track, giving students flexibility to choose courses they are truly interested in, but students must take a minimum of one upper division course in each of the three areas. No grade below C- will be accepted toward the Minor.

Purpose of Degree

SUU's proposed Sustainability Studies Minor provides an interdisciplinary plan of study with six major purposes: 1) to educate students through research and action oriented community partnerships; 2) to train students for employment in the rapidly growing field of sustainability; 3) to promote an interdisciplinary understanding of the human-environment relationship; 4) to explore solutions to environmental problems; 5) to encourage the sustainable operation of the campus and community; and 6) to assist students and community in thinking about meeting society's present needs without compromising the ability to meet future needs. A Minor in Sustainability Studies will supplement existing SUU programs in agricultural science, anthropology, biology, engineering, English, geology, geography, natural resources, outdoor recreation, psychology, sociology, and hotel, resort and hospitality management.

Institutional Readiness

The Sustainability Studies Minor will be easily supported by existing administrative structures in the College of Humanities and Social Sciences. No new organizational structures should be necessary in order to deliver the program. The proposed Minor may prove appealing for students who focus on agricultural science, anthropology, biology, engineering, English, geology, geography, natural resources, outdoor

recreation, psychology, sociology, and hotel, resort and hospitality management. It should not adversely affect the delivery of other undergraduate programs at SUU.

Faculty

No new faculty would be required for the Sustainability Studies Minor. SUU currently employs eight Ph.D. faculty who are well prepared to support the Minor. *Dr. Michael Ostrowsky*, Asst. Professor of Sociology, teaches Environmental Sociology, is the faculty advisor to SUU's Earth Club, and is an active member of SUU's Sustainability Committee. *Dr. Briget Eastep*, Asst. Professor Outdoor Recreation, teaches Introduction to Natural Resources, Natural Resource Management, Leadership in Outdoor Recreation, and Outdoor Education. *Dr. Britt Mace*, Professor of Psychology, teaches Environmental Psychology. *Dr. Emily Dean*, Asst. Professor of Anthropology, teaches Ecological Anthropology, as well as Food & Culture. *Dr. Emmett Steed*, Assoc. Professor of Hotel, Resort, and Hospitality Management, teaches Tourism Management, Food & Beverage Management, Facilities Management, and Hotel Operations. *Dr. Fredric Govedich*, Asst. Professor of Biology, teaches Natural History, Southern Utah Flora, Ecology, Plant Taxonomy, Freshwater Ecology, and Conservation Biology. *Dr. John Murray*, Assoc. Professor of Engineering, teaches Engineering in the 21st Century. *Dr. Paul Larson*, Assoc. Professor of GIS/Physical Geography, teaches Earth's Natural Environment, Weather & Climate, and Environmental Geography.

Currently, full-time faculty employed by SUU also teach Agriculture & Society, Crop Production, Agriculture Leadership, Environmental Chemistry, Writing for the Environment, and American Nature Writing.

Staff

The Sustainability Studies Minor would rely on existing staff housed in the office of the Dean of Humanities and Social Sciences, as well as Student Advising.

Library and Information Resources

The library currently has sufficient materials to support the Minor, including books, audiovisual items, and periodicals. These resources, in combination with those available via interlibrary loan from other institutions, should prove adequate for the needs of the Sustainability Studies Minor.

Admission Requirements

SUU's Admission Office determines admission status and the standard that students must meet to be admitted to the institution. There are no admission requirements beyond those of SUU for the Minor in Sustainability Studies.

Student Advisement

Academic advising for Sustainability Studies Minors will be done by the current College of Humanities and Social Science academic advisors.

Justification for Graduation Standards and Number of Credits

In order to earn the Sustainability Studies Minor, students will be required to take and pass (with a C- or better in each course) 21 to 23 credit hours. The number of credit hours and the GPA requirements put the proposed Sustainability Minor in alignment with existing SUU Humanities and Social Science academic minors.

External Review and Accreditation

As with all Humanities and Social Science programs at SUU, the Sustainability Studies Minor will be subject to an institutional review process every five years. There is no accrediting body for this type of minor. As a Carnegie Community Engaged campus SUU intends to use the available resources to help advise students about the evolving field of sustainability studies as the minor progresses over time.

Projected Enrollment (Estimated HC of students declaring this area as a minor)

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	10	2	5:1	<i>If applicable</i>
2	15	2	7.5 :1	
3	20	2	10:1	
4	25	2	12.5:1	
5	30	2	15:1	

The number of faculty was arrived at by factoring in a quarter-time course load of the eight faculty offering courses in support of the minor.

Expansion of Existing Program

This is a new minor.

Section III: Need

Program Need

1. There is growing student demand for a Sustainability Studies Minor, sufficient existing institutional resources to support the Minor and a waiting job market for SUU graduates with a Sustainability Studies Minor.
2. By incorporating Sustainability Studies into its curriculum SUU will strengthen its core academic mission of being "committed to providing an excellent education through a diverse, dynamic, and personalized learning environment."
3. The proposed Sustainability Studies Minor will enable SUU to respond to the needs of local businesses (such as construction and environmental impact assessment firms), citizen groups (such as the Recycling Coalition of Utah), and state and federal institutions (such as the National Park Service, the United States Forest Service, and the Bureau of Land Management) for trained individuals to help with resource management in southern Utah.
4. Given SUU's proximity to public lands, SUU is well positioned to become a leader in Sustainability Studies. Indeed, southern Utah provides a "living laboratory" to accompany the in-class instruction, which will give students a deeper and experiential learning opportunity. Establishing an academic minor would be an important and cost effective first step towards accomplishing this goal.
5. The proposed Sustainability Studies Minor is designed to be a coherent, interdisciplinary program which will provide a rich opportunity for broadening students' perspectives on the human-environment relationship.

6. SUU currently employs a significant number of full-time expert faculty on Sustainability Studies to offer the program.

Labor Market Demand

SUU has researched the job offerings in the field and found the topic was well represented. Here are two examples of postings about jobs in this field. According to a recent article entitled "Job market sees growing demand for sustainability managers" at www.experience.com, "I see new job postings every week for sustainability directors, managers, coordinators, and related staff people. Any institution that has a large number of people and a physical infrastructure that includes buildings, grounds, food service, a vehicle fleet, water/wastewater facilities, intensive use of energy (possibly from their own utility), lots of equipment and appliances that use electricity, a transportation network, and the large-scale procurement of goods and services will eventually require a sustainability manager. This means cities and towns, school districts, utility districts, colleges and universities, federal government agencies, military bases, and larger corporations. That's a lot of the national economy. Consider a few numbers. In the United States, there are 3,304 county governments, 19,431 municipal governments, 16,056 township governments, 13,522 school districts, 35,356 'special district' governments, and over 4,100 two-year and four-year colleges. We have dozens of large military installations. And then there are the 50 state governments with their related agencies, and our U.S. territories. That's just the public sector. In the private sector, all of the Fortune 1000 companies will be hiring (or designating) sustainability managers, and thousands of smaller businesses will need staff as well."

According to www.jobsinsustainability.com, "The sustainability energy industry is growing rapidly to meet America's demand for clean, renewable and domestic energy. Skilled sustainability professionals will be in high demand in the coming years." According to www.jobsgreenbuilding.com, "Green building jobs are among the fastest growing job classifications in the United States. The country is going green and it's making its structures more energy efficient. The green building industry is growing rapidly to meet America's demand for energy efficient dwellings and infrastructure. Skilled LEED professionals, green architects and green construction workers will be in high demand in the coming years." According to www.jobsinwindpower.com, "The wind energy industry is growing rapidly to meet America's demand for clean, renewable and domestic energy. Skilled wind and turbine professionals will be in high demand in the coming years." According to www.jobsinbiofuels.com, "The biofuels industry is growing rapidly to meet America's demand for clean, renewable and domestic energy. Skilled biofuels technicians and scientists will be in high demand in the coming years."

Student Demand

As of December 20, 2010, SUU's Earth Club had over 230 students on its email list. A quick polling of these students indicted strong interest in the program, with over 30 responding with requests for more information about when the minor would be offered.

In addiiton to the respnse on the survey, there are numerous local, regional, state and federal agencies that can serve as a resource for students pursuing internships and project activities in support of the Sustainability Studies Minor. The topic of Sustainability Studies is of interest to the following entities: SUU's Sustainability Committee, Iron County Sustainability Committee, SUU's Outdoor Education Series, SUU's Outdoor Center, SUU's Partners in the Parks program, SUU's Alliance for Education with Bryce Canyon National Park, SUU's Archaeology Field School, Brian Head Field Ecology project, Cedar Mountain Science Camps, Colorado Plateau Cooperative Ecosystem Studies Unit , Grand Staircase-Escalante

National Monument Educational Partnership, Wilderness Education Association, Zion Group Alliance for Education, Southwest Utah Renewable Energy Center, Association for the Advancement of Sustainability in Higher Education, the Recycling Coalition of Utah, and SUU's Facility Management.

Similar Programs

Four other campuses in Utah have programs that are connected to the field of sustainability studies. Weber State University (WSU) offers a Certificate in Environmental Sustainability for Business. WSU also offers a Bachelor's degree in Geosciences as a part of its Master of Business Administration program. Geosciences majors can choose from several emphases, such as Geology, Earth Science Training, and Applied Environmental Geoscience. The University of Utah offers a Masters degree in Environmental Humanities, a Bachelor's degree in Environmental Studies, a Certificate in Environmental and Natural Resources Law, and a Master's of Laws in Environmental and Resource Law. BYU offers Bachelor's degrees in Environmental Science, Landscape Management, and Wildlife and Wildlands Conservation, as well as minors in Environmental Science and Landscape Management. Utah Valley University offers a Minor in Environmental Studies. Utah State University offers Bachelor's Degrees in Environmental Engineering, Environmental Soil/Water Science, and Environmental Studies, as well as a Graduate degree in Ecology.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution offers a Minor in Sustainability Studies. SUU students would be likely candidates to apply to the various masters' programs offered by other Utah universities.

Benefits

SUU will benefit by integrating a broad diversity of academic disciplines. The Academic Roadmap 2010-13 contains specific goals to "Develop Interdisciplinary Programs (Student Success and Engagement, Goal 3.3). The institution will also benefit by meeting the academic mission and vision of providing programs that promote critical thinking, research, and analytical skills. As with other fields of study, a Minor in Sustainability Studies will help meet the public demand for citizen-scholars. The USHE will benefit by approving a program aligned with the unique mission of SUU.

Consistency with Institutional Mission

Stated in the introduction to SUU's mission statement is: "In a rapidly changing global community, higher education institutions must educate students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions." The proposed Sustainability Studies Minor fits with this mission in several ways. First, the study of sustainability allows students to meet the needs of their particular community, while keeping in mind other communities and future generations. Second, the study of sustainability helps students to understand the natural and human communities in which they live, that people are all interconnected and depend on each other, and that all students have the ability to make meaningful contributions and change. Third, the study of sustainability helps create healthy communities of living creatures, places, and resources, along with developing the attributes of citizenship that foster those conditions for coming generations. Fourth, sustainability is an important local and global issue, and it provides a compelling reason for students to learn, because what they are learning will help them design both their own futures and that of their communities. Fifth, the study of sustainability helps students create a more healthy and habitable world by assisting them to become active citizens. In short, the study of sustainability helps students make connections between what they are learning, what is happening in their community, and how their own lives will be impacted.

The proposed Sustainability Studies Minor is also consistent with SUU's Academic Roadmap 2010-12, which envisions outdoor engagement, civic engagement, leadership engagement, experiential education, involvement and personal growth, community and social responsibility, as well as academic excellence and distinctiveness.

Section IV: Program and Student Assessment

Program Assessment

SUU's proposed Sustainability Studies Minor has six major goals: 1) to educate students through research and action oriented community partnerships ; 2) to train students for employment in the rapidly growing field of sustainability; 3) to promote an interdisciplinary understanding of the human-environment relationship; 4) to explore solutions to environmental problems; 5) to encourage the sustainable operation of the campus and community; and 6) to assist students and community in thinking about meeting society's present needs without compromising the ability to meet future needs.

The success of the Sustainability Studies Minor in meeting its goals will be assessed through the following methods:

1. End of semester student evaluations of Sustainability Studies courses
2. Exit interviews of graduating seniors minoring in Sustainability Studies
3. Post-graduation employer surveys
4. An internal review of the program to be conducted by an external auditor every five years.

Expected Standards of Performance

Students graduating with a Minor in Sustainability Studies from SUU should be able to demonstrate:

1. general understanding of the human-environment relationship
2. understanding of the sub-disciplines of Sustainability Studies (anthropology; biology; engineering; geography; hotel, resort, and hospitality management; outdoor recreation; psychology; and sociology) and how these interrelate to provide a holistic approach to the study of humans and the environment
3. proficiency in the basic concepts and terminology of Sustainability Studies
4. application of critical thinking and reasoning skills to sustainability problems and issues
5. basic ability to write, speak, and communicate about sustainability issues.

The Sustainability Studies assessment plan will examine student outcomes for minors using the following direct and indirect measures.

DIRECT MEASURES:

Final papers in Sustainability Studies courses

INDIRECT MEASURES:

1. End of semester student evaluations of Sustainability Studies courses
2. Exit interviews of graduating seniors minoring in Sustainability Studies
3. Alumni surveys which will provide institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments.

Section V: Finance

Budget

Five Year Budget Plan:					
Area	2011-12	2012-13	2013-14	2014-15	2015-16
REVENUE					
Projected FTE Enrollment (Courses)	73.00	75.19	77.45	79.77	82.16
Cost Per FTE	\$1,751	\$1,751	\$1,751	\$1,751	\$1,751
Student/Faculty Ratio (2 FTE Fac)	36.5	37.6	38.7	39.9	41.1
Projected Headcount (Minor)	10	15	20	25	30
Projected Tuition					
Gross Tuition	\$373,322	\$407,593	\$445,010	\$485,862	\$530,464
Tuition to Program	\$0	\$0	\$0	\$0	\$0
5 Year Budget Projection					
EXPENSES	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty Salaries	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
Benefits	\$37,800	\$38,934	\$40,102	\$41,305	\$42,544
Adjuncts	\$0	\$0	\$0	\$0	\$0
Overloads	\$0	\$0	\$0	\$0	\$0
Student Wages	\$0	\$0	\$0	\$0	\$0
Current Expense	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Subtotal Expenses	\$127,800	\$131,634	\$135,583	\$139,651	\$143,840
REVENUE					
Legislative Appropriation	\$0	\$0	\$0	\$0	\$0
Grants & Contracts	\$0	\$0	\$0	\$0	\$0
Donations	\$0	\$0	\$0	\$0	\$0
Reallocation	\$127,800	\$131,634	\$135,583	\$139,651	\$143,840
Tuition to Program	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$127,800	\$131,634	\$135,583	\$139,651	\$143,840
Difference (Net)	\$ -	\$ -	\$ -	\$ -	\$ -

Funding Sources

Reallocation

Reallocation

This interdisciplinary program will not require new funding. The budget above shows what could reasonably be assumed to be the reallocation costs to support the Sustainability Minor. Faculty salaries and benefits were arrived at by taking 0.25 of the appointments across the eight faculty. The projected FTE enrollment was arrived at by analyzing enrollment data in the existing courses over the last three academic years. Again, for purposes of preparing the budget two FTE faculty are shown, but the actual number of HC faculty involved in supporting the Minor will be eight.

Impact on Existing Budgets

No impact on existing budget resources is anticipated.

Appendix A: Program Curriculum

All Program Courses

In order to earn a Sustainability Studies Minor, students will be required to take 21 to 23 credit hours. All students will take Introduction to Environmental Studies (HSS 1200), then students will choose two courses in each of the three areas: #1 is Humanities and Social Sciences, #2 is Natural and Physical Science, and #3 is Public Engagement. Several courses (7-10) will be offered in each area, giving students flexibility to choose courses they are truly interested in, but students must take a minimum of one upper division course in each of the three areas. No grade below C- will be accepted toward the minor.

Course Prefix & Number	Title	Credit Hours
HSS 1200	Introduction to Environmental Studies	3
	Sub-Total	3
Area 1: choose two of the following	<i>Humanities & Social Sciences</i>	
ANTH 3200	Food & Culture	3
ANTH 3300	Ecological Anthropology	3
ENGL 2010	Writing from the Environment	3
ENGL 4510	American Nature Writing	3
GEOG 3600	Geography of Utah	3
PSY 3500	Environmental Psychology	3
SOC 3410	Environmental Sociology	3
	Sub-Total	6
Area 2: choose two of the following	<i>Natural & Physical Sciences</i>	
AGSC 1010	Agriculture & Society	3
BIOL 2000	Natural History	3
BIOL 2050	Southern Utah Flora	3
BIOL 3030	Ecology	3
BIOL 3630	Freshwater Ecology	3
BIOL 4650	Conservation Biology	3
ENGR 1010	Engineering in the 21 st Century	3
GEOG 1000/1005	Earth's Natural Environment/Lab	4
GEOG 3400	Environmental Geography	3
GEO 1030/1035	Natural Hazards/Lab	4
	Sub-Total	6-8
Area 3: choose two of the following	<i>Public Engagement</i>	
AGSC 1990	Agriculture Leadership	3
AGSC 3020	Agribusiness Management	3
HRHM 3010	Tourism Management	3
NR 1010	Introduction to Natural Resources	3
NR 3000	Natural Resource Management	3
ORPT 3040	Leadership in Outdoor Recreation	3
ORPT 4030	Outdoor Education	3
POLS 4460	Special Topics in Public Policy	3
	Sub-Total	6
	Total Number of Credits	21-23

New Courses to Be Added in the Next Five Years

No new courses will be added.

Appendix B: Program Schedule

Appendix B: Sample Program Schedule

Course Prefix & Number	Title	Credit Hours
1st semester, Year 1		
HSS 1200	Introduction to Environmental Studies	3
2nd semester, Year 1		
ENGL 2010	Writing from the Environment	3
GEOG 3600	Geography of Utah	3
1st semester, Year 2		
AGSC 1010	Agriculture & Society	3
BIOL 3630	Freshwater Ecology	3
2nd semester, Year 2		
NR 1010	Introduction to Natural Resources	3
ORPT 4030	Outdoor Education	3
	Total Number of Credits	21

Appendix C: Faculty

Dr. Michael Ostrowsky, Asst. Professor of Sociology, teaches Environmental Sociology, is the faculty advisor to SUU's Earth Club, and is an active member of SUU's Sustainability Committee

Dr. Briget Eastep, Asst. Professor Outdoor Recreation, teaches Introduction to Natural Resources, Natural Resource Management, Leadership in Outdoor Recreation, and Outdoor Education

Dr. Britt Mace, Professor of Psychology, teaches Environmental Psychology.

Dr. Emily Dean, Asst. Professor of Anthropology, teaches Ecological Anthropology, as well as Food & Culture

Dr. Emmett Steed, Assoc. Professor of Hotel, Resort, and Hospitality Management, teaches Tourism Management, Food & Beverage Management, Facilities Management, and Hotel Operations

Dr. Fredric Govedich, Asst. Professor of Biology, teaches Natural History, Southern Utah Flora, Ecology, Plant Taxonomy, Freshwater Ecology, and Conservation Biology

Dr. John Murray, Assoc. Professor of Engineering, teaches Engineering in the 21st Century

Dr. Paul Larson, Assoc. Professor of GIS/Physical Geography, teaches Earth's Natural Environment, Weather & Climate, and Environmental Geography

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Certificate of Completion in Computer Forensics–Fast Track Proposal Requiring Regents' Approval

The following Fast Track proposal (Certificate of Completion) has been received by the Commissioner's Office and according to Policy R401, was reviewed and approved by the Commissioner on March 18, 2011.

Program Description

Dixie State College (DSC) requests approval to offer a Certificate of Completion in Computer Forensics, effective Fall 2011. The proposed Certificate of Completion in Computer Forensics will provide students the knowledge and skills needed to conduct a forensic examination of digital evidence in compliance with the Department of Justice's National Institute of Justice special report on "Forensic Examination of Digital Evidence: A Guide for Law Enforcement." The program combines both technical and practical training, which will prepare students to assist law enforcement agencies and prosecutorial offices from the crime scene through analysis and into the courtroom.

Market Demand

A statewide survey conducted by the Washington Association of Sheriffs and Police Chiefs found that 97% of responding law enforcement agencies reported investigating crimes involving digital evidence. Subsequently, most of the reporting agencies had some ability to process the evidence but only 34% had a sufficient number of forensic examiners to meet the demand.¹ Likewise, the Baltimore Examiner reported in September 2010, "A rapid increase in computer crimes over the years has led to the need for technology in the field of forensic science. As a result, a new field in technology has emerged known as computer forensics and its demand in the job market is steadily increasing."² At a recent meeting between Chief Marlon Stratton of the St George Police Department and the Director of the Southwest Regional Computer

¹ Attorney General of Washington State, The Emergence, Evolution and Necessity of Digital Forensic Crime labs, (Washington State Patrol: Oct. 2009)

² Terry Downing-Harris, "Computer forensic career opportunities," Baltimore Examiner 1 Sep. 2010.

Crime Institute (SWRCCI), Chief Stratton indicated how the certificate training would be of great benefit not only to Criminal Justice students at DSC, but also to his department. The Chief further stated that training received in digital forensics by detectives of his department currently has to be purchased through a commercial vendor at a prohibitive cost. The Chief was enthusiastic about the possibilities of officers receiving computer forensic training from DSC and that academic programs at the college would now be able to provide future graduates in Criminal Justice with a forensic skill set.³

Need

Currently there are 287 students studying Criminal Justice at DSC. Those students can obtain an Associate of Science Degree in Criminal Justice and can continue their studies to obtain a Bachelor's Degree in Integrated Studies with an Emphasis in Criminal Justice. Therefore, the opportunity exists for students to graduate with an AS, BA, or BS degree, as well as the additional or separate qualification of a Certificate in Computer Forensics. The proposed certificate has been discussed with a number of students currently enrolled in the Criminal Justice program at DSC. Without fail, the proposed certificate has been received with enthusiasm and interest. Due to media attention and personal experience with the Internet, there is a real understanding among Criminal Justice students that digital evidence is becoming a more important part of modern day law enforcement. Those students have an interest in this field, and they recognize the resulting increase in employment opportunities. Finally, as indicated above in the comments from SGPD Chief Marlon Stratton, local/state law enforcement officers will be able to enhance their professional skills with the certificate.

Similar Programs at other USHE Institutions

There are no programs with this focus in the Utah System of Higher Education. Southern Utah University offers a Bachelor of Science in Computer Science with an Emphasis in Forensic Science; however, the required coursework includes only one class covering the application of computer forensics.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Fast Track-Certificate of Completion in Computer Forensics at Dixie State College, effective Fall Semester, 2011.



William A. Sederburg, Commissioner

WAS/GW
Attachment

³ Marlon Stratton, St George Police Chief, Personal Interview, 19 Jan 2011.

Executive Summary
Fast Track Approval Request
Dixie State College of Utah
Certificate of Completion in Computer Forensics
23 February 2011

Program Description: Dixie State College (DSC) requests approval to offer a Certificate of Completion in Computer Forensics effective Fall 2011. The proposed Certificate of Completion in Computer Forensics will provide students the knowledge and skills needed to conduct a forensic examination of digital evidence in compliance with the Department of Justice, National Institute of Justice, Special Report, "Forensic Examination of Digital Evidence: A Guide for Law Enforcement. The program combines both technical and practical training that will prepare students to assist law enforcement agencies and prosecutorial offices from the crime scene through analysis and into the courtroom.

Role and Mission Fit: A key element of Dixie State College's Mission is to "transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level" and to "offer baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges." DSC has an ongoing commitment to its community college role which is further demonstrated and supported by this request for a certificate in Computer Forensics. The proposed certificate includes technical education and training that prepares students for employment and advancement in a field that currently enjoys high demand. Inasmuch as the proposal expands possibilities for higher education to citizens in the DSC service area and assists in meeting the educational needs in Southern Utah, it is consistent with the DSC Institutional Mission.

Faculty: DSC and the SWRCCI currently employ three full-time, one part-time, and seven adjunct faculty members teaching within the Criminal Justice emphasis program. (See Appendix C) One of the full-time faculty also is the director of the SWRCCI and the part-time faculty member provides student advisory services. The course work in connection with the requested certificate will be taught by the existing faculty. No additional faculty members are needed in order to implement the certificate.

Market Demand: A statewide survey conducted by the Washington Association of Sheriffs and Police Chiefs found that 97% of responding law enforcement agencies reported investigating crimes involving digital evidence. Subsequently, most of the reporting agencies had some ability to process the evidence but only 34% had a sufficient number of forensic examiners to meet the demand.¹ Likewise, the Baltimore examiner reported in September 2010, "A rapid increase in computer crimes over the years has led to the need for technology in the field of forensic science. As a result, a new field in technology has emerged known as computer forensics and its demand in the job market is steadily increasing."² At a recent meeting between Chief Marlon Stratton of the St

¹ Attorney General of Washington State, The Emergence, Evolution and Necessity of Digital Forensic Crime Labs, (Washington State Patrol: Oct. 2009)

² Terry Downing-Harris, "Computer forensic career opportunities," Baltimore Examiner 1 Sep. 2010.

George Police Department and the Director of the Southwest Regional Computer Crime Institute (SWRCCI), Chief Stratton indicated the certificate training would be of great benefit not only to Criminal Justice students at DSC but also to his department. The Chief further stated that training received in digital forensics by detectives of his department currently has to be purchased through a commercial vendor at a prohibitive cost. The Chief was enthusiastic about the possibilities of officers receiving computer forensic training from DSC and that the academic programs at DSC would now be able to provide future graduates in Criminal Justice with a forensic skill set.³

Student Demand: Currently there are 287 students studying Criminal Justice at DSC. Those students can obtain an Associate of Science degree in Criminal Justice and can continue their studies to obtain a Bachelor's Degree in Integrated Studies with an emphasis in Criminal Justice. Therefore, the opportunity will exist for students to graduate with an AS, BA, or BS degree, as well as the additional or separate qualification of a certificate in Computer Forensics. The proposed certificate has been discussed with a number of students currently enrolled in the Criminal Justice program at DSC. Without fail, the proposed certificate has been received with enthusiasm and interest. Due to media attention and personal experience with the Internet, there is a real understanding among Criminal Justice students that digital evidence is becoming a more important part of modern day law enforcement, those students have an interest in this field, and they recognize the resulting increase in employment opportunities. Finally, as indicted above in the comments from SGPD Chief Marlon Stratton, local/state law enforcement officers will be likely to enhance their professional skills with the certificate.

Statement of Financial Support:

Legislative Appropriation	N/A
Grants	Yes
Reallocated Funds	N/A
Tuition dedicated to the program	N/A
Other	N/A

In 2010, DSC received a Department of Justice grant of one million dollars to establish the SWRCCI. All Instructors, equipment, lab, classroom, software and other program functions associated with the proposed Certificate of Completion will be funded through the grant received by DSC for the SWRCCI. The establishment of the COC in Computer Forensics will place no additional financial burden on existing budgets..

Similar Programs Already Offered in the USHE: There are no programs with this focus in the Utah System of Higher Education. Southern Utah University offers a Bachelor's of Science in Computer Science: Forensic Science emphasis; however, the required coursework includes only one class covering the application of computer forensics.

³ Marlon Stratton, St George Police Chief, Personal Interview, 19 Jan 2011.

Section I: The Request

Dixie State College (DSC) requests approval to offer a Certificate of Completion (COC) in Computer Forensics effective Fall 2011.

Section II: Program Description

Complete Program Description

The proposed Certificate of Completion in Computer Forensics will provide students the knowledge and skills needed to conduct a forensic examination of digital evidence in compliance with the Department of Justice, National Institute of Justice, Special Report, "Forensic Examination of Digital Evidence: A Guide for Law Enforcement". The program combines both technical and practical training that will prepare students to assist law enforcement agencies and prosecutorial offices from the crime scene through analysis and into the courtroom.

The Certificate of Completion in Computer Forensics is structured as follows:

- General criminal justice knowledge & information courses. (9 credit hours)
- Core computer forensics, digital evidence, cyber crime investigation courses. (21 credit hours)
- Successful completion of a written and practical competency examination.

The general criminal justice courses provide students with a basic understanding concerning the rules of evidence, investigative techniques, and criminal procedures. Through the required core courses this knowledge is then applied specifically to the various areas of digital forensics and cyber investigation.

Program Courses: The proposed COC in Computer Forensics will utilize courses currently being taught at DSC, through the Integrated Studies Program-Criminal Justice emphasis, and new core courses that will be taught by the DSC Southwest Regional Computer Crime Institute (SWRCCI). The SWRCCI is located on the campus of DSC and has a dual purpose of training students in the field of digital forensics and supporting law enforcement through the operation and maintenance of a computer forensics lab.

Students successfully completing the program will be certified by DSC in the following:

1. The application of digital evidence in connection with criminal investigations and the proper methods to collect/store said evidence.
2. The ability to conduct a computer forensic examination; to include the functions of imaging, analysis and reporting.

In addition, the required course work will prepare students to test for the A+ (hardware) and ACE (accessdata certified examiner) commercially offered certifications.

Course Prefix & Number	Title	Credit Hours
General Courses		
CJ 1330	Introduction to Criminal Law	3
CJ 1340	Introduction to Police Investigation	3
CJ 2350	Laws of Evidence	3
Core Courses		
CJ 1900	Introduction to Computer Related Crime	3
CJ 2500	Computer Hardware Basics	3
CJ 2700	Introduction to Digital Forensics	3
CJ 3950	Windows Forensics	3
CJ 3900	Computer Forensic Tools	3
CJ 4700	File System Analysis	3
CJ 4750	Small Device Forensics	3

Faculty. DSC and the SWRCCI currently employ three full-time, one part-time, and seven adjunct faculty members teaching within the criminal justice emphasis program. (See appendix A) One of the full-time faculty also is the director of the SWRCCI and the part-time faculty member provides student advisory services. The course work in connection with the requested COC will be taught by the existing faculty. It is not anticipated there will be any additional faculty requirements in order to implement the COC.

Faculty	Tenure	Contract	Adjunct	Part-time
Number of faculty with Doctoral degrees	1 (ABD)	2 (ABD)	4	1
Number of faculty with Master's degrees			2	
Number of faculty with Bachelor's degrees				
Other Faculty				
Total	1	2	6	1

Staff. The Department Chair of the Criminal Justice program supports the proposed COC program and will assist through the administration of faculty service operations. Academic and lab facilities for the COC will be provided by the DSC, SWRCCI with program specific support being provided by the SWRCCI secretary. No additional administrative or secretarial/clerical help will be necessary or required beyond that which is already in place.

Library and Information Resources: The existing DSC Criminal Justice program resources combined with the full resources of the SWRCCI will support the proposed COC. Resources include access to all library and study facilities on the campus of DSC with additional physical facilities provided by the SWRCCI. The SWRCCI facilities include two classrooms (32 chairs each) designated for traditional instruction, a digital forensic classroom (36 chairs) specifically designed for computer interactive based instruction, and a fully functional computer forensics lab available to students for practical instruction.

Admission Requirements: Admission to the proposed COC will be consistent with the general DSC admission procedures and guidelines with one additional requirement. COC candidates will be

required to meet with the DSC criminal justice advisor to assure they understand and are committed to the COC course of study.

Student Advisement: Students will have the opportunity to consult with both the DSC criminal justice lecturer/advisor whenever needed and the college financial aid advisors. In addition, students will also be encouraged to consult with the lecturer/advisor, and other faculty of the DSC criminal justice program regarding career planning, scholarship opportunities, and internships.

External Review and Accreditation: The COC in Computer Forensics was designed by the current director of the SWRCCI. Previous to his employment at the SWRCCI the director was a Special Agent of the Federal Bureau of Investigation (FBI). While employed by the FBI the director was a certified Forensic Examiner and initiated the establishment of a Regional Computer Forensic Lab (RCFL) in Salt Lake City. Consequently, the curriculum offered in connection with the proposed COC closely shadows instruction provided by the FBI to employees of the RCFL enabling them to become certified forensic examiners. As a result, students successfully obtaining their COC will be viewed as well qualified to conduct digital forensic examinations by both the academic and law enforcement communities. Special Agent Mike Jensen of the FBI, who is now the current director of the RCFL, Salt Lake City, was consulted in regards to the proposed course work. It was Jensen's opinion that the curriculum being offered in connection with the COC will produce examiners of a high quality that will be qualified to work in the field of computer forensics.⁴

The proposed COC curriculum is comprised of existing courses currently being offered in the DSC Criminal Justice program and new digital forensics courses. The existing courses were previously approved through the DSC curriculum process therefore no additional approval is required for said courses. The new digital forensic courses required for the proposed COC have been submitted to the DSC curriculum committee for approval and it is anticipated they will be offered through the criminal justice program in the Fall 2011. Upon approval of the proposed computer forensic course work, the courses will be regularly monitored and evaluated by the administration to help identify areas that might be improved. Based upon these evaluations, adjustments will be recommended to the curriculum committee and appropriate changes will be made.

Need

Essentially almost all criminal activity, in one way or another, will at some point produce evidence that is digital in nature. Even criminal activity that has traditionally not had a cyber connection now regularly involves digital evidence. Email, voicemail, hard drives, digital cameras, and other electronic devices all contain evidence necessary for an investigation and subsequent prosecution. However, due to the dynamic nature of technology and the diversity of electronic devices major challenges exist in relation to the recovery and analysis of digital evidence. Likewise, shallow treatment of digital forensics in traditional criminal justice educational programs combined with a shortage of training on commercial computer forensic toolsets, contributes to the lack of expertise required by law enforcement. The result is less effective criminal prosecution and a higher crime rate.

⁴ Mike Jensen, Director RCFL, personal interview, 24 Jan 2011.

The Dixie State College SWRCCI was created in 2010 to address the above issues. The SWRCCI is funded by a federal legislative grant to DSC and is specifically tasked with educating criminal justice students and law enforcement officers in connection with digital evidence. The benefits to the region and nation include an increased capacity by law enforcement to investigate, not only cyber crime, but all criminal activity that involves a digital device.

Market Demand: A statewide survey conducted by the Washington Association of Sheriffs and Police Chiefs found that 97% of responding law enforcement agencies reported investigating crimes involving digital evidence. Subsequently, most of the reporting agencies had some ability to process the evidence but only 34% had a sufficient number of forensic examiners to meet the demand.⁵ Likewise, the Baltimore examiner reported in September 2010, "A rapid increase in computer crimes over the years has led to the need for technology in the field of forensic science. As a result, a new field in technology has emerged known as computer forensics and its demand in the job market is steadily increasing."⁶

Performing the work of a computer forensic examiner requires a mixture of investigative and technical skills and a strong knowledge of the legal system. Consequently, companies tend to hire law enforcement officers or criminal justice students to fill computer forensic positions because these individuals already have many of the necessary investigative skills. Regardless, these individuals often times lack the forensic expertise necessary to be an examiner requiring the hiring agency to purchase additional training for the employee at great expense. Even the Federal Bureau of Investigation has a difficult time finding qualified applicants for their Special Agent positions listing computer forensic examiner training or expertise.⁷ As a result, the FBI internally trains all their digital examiners with a series of courses similar to those being offered in connection with the proposed COC.⁸

Recently a meeting was held between Chief Marlon Stratton of the St George Police Department and the Director of the SWRCCI. During this meeting the proposed COC training program was discussed. Chief Stratton indicated the COC training would be of great benefit not only to criminal justice students at DSC but also to his department. The Chief further stated that training received in digital forensics by detectives of his department currently has to be purchased through a commercial vendor at a prohibitive cost. The Chief was enthusiastic about the possibilities of officers receiving computer forensic training from DSC and that the academic programs at DSC would now be able to provide future graduates in criminal justice with a forensic skill set.⁹

Student Demand: Currently there are 287 students studying criminal justice at DSC. Said students can obtain an Associate of Science degree in criminal justice and then continue their studies to obtain a Bachelors Degree in Integrated Studies with a criminal justice emphasis. Both degrees prepare a student for a career in law enforcement at the local, state, or federal level. However, students that graduate in said programs are finding law enforcement jobs to be very competitive. As a result, it is advantageous if students are permitted to acquire other highly sought

⁵ Attorney General of Washington State, The Emergence, Evolution and Necessity of Digital Forensic Crime Labs, (Washington State Patrol: Oct. 2009)

⁶ Terry Downing-Harris, "Computer forensic career opportunities," Baltimore Examiner 1 Sep. 2010.

⁷ Juan Becerra, FBI recruiter, personal interview, 24 Jan 2011.

⁸ Mike Jensen, Director RCFL, personal interview 24 Jan 2011.

⁹ Marlon Stratton, St George Police Chief, Personal Interview, 19 Jan 2011.

after qualifications and skills while pursuing a degree. The proposed COC in Computer Forensics will be offered independently or in concurrence with the current degrees. Therefore, the opportunity will exist for a student to graduate not only with an AS or BS degree, but with the additional qualification of having a COC in Computer Forensics. The combination of this degree/certification will provide the criminal justice graduates from DSC with the skills and qualifications to be competitive in today's law enforcement job market.

The concept of the proposed COC, as mentioned above, has been discussed with a number of the students currently enrolled in the criminal justice program at DSC. Without fail the proposed COC has been received with enthusiasm and interest. Due to media attention and personal experience with the internet, there is a real understanding amongst criminal justice students that digital evidence is becoming a more important part of modern day law enforcement. Therefore, the students have an interest in this field and recognize opportunities for employment exist.

In addition, the DSC, SWRCCI currently has the financial means to offer a number of scholarships to students enrolled in the proposed COC program. These scholarships will be used to assist students that have or will receive their AS degree in Criminal Justice and wish to obtain the computer forensic certification in addition; to those students in the BS Integrated Studies program- Criminal Justice emphasis entering their junior year that wish to obtain the COC with their degree; and local/state law enforcement officers that wish to enhance their personal skills through the obtaining of the COC.

Projected student enrollment in the proposed COC:

Year	Projected Student Headcount	# of Faculty	Student-to-Faculty Ratio
1	20	3	7-1
2	22	3	7-1
3	24	3	8-1
4	27	3	9-1
5	30	3	10-1

Similar Programs: There are principally two opposing thoughts in connection with computer forensics training. The first has the goal of training students for an occupation within the computer forensics field, principally in conjunction with law enforcement or a computer emergency response team, etc. This direction focuses on an application-based curriculum. The second educates students on the needed capabilities, but goes a step further and attempts to teach the students a greater level of detail about the applications and tools; particularly the techniques and algorithms used behind the scenes with the tools. This second focus lends itself more to a major in the field of computer science as opposed to a career in law enforcement. The proposed DSC, COC in Computer Forensics is based on the first goal. The proposed COC will be taught and offered in the criminal justice program with the purpose of training students and professionals in the area of computer forensics as related to law enforcement. There are no similar programs with the same focus or course offerings as the proposed COC in Computer Forensics within the Utah System of Higher Education. Southern Utah University offers a Bachelors of Science in Computer Science: Forensic Science emphasis; however the course work associated with this degree only includes

one class that covers the application of computer forensics, the primary focus of the degree is on the science of computers in line with the opposing second goal mentioned above.

Consistency with Institutional Mission: DSC has an ongoing commitment to its community college role which is demonstrated and supported by this request for a COC in Computer Forensics. An offering of COC in Computer Forensics provides an academic alternative not available in the State of Utah for students finishing their criminal justice two year degrees both at DSC and as a transfer student from other institutions. The proposed COC includes technical education and training that prepares students for employment in a field that currently enjoys high demand. Likewise, the proposed COC will enable those employed in the law enforcement profession to increase their skills and also provide essential forensic services to their various law enforcement departments. In addition, DSC's ability to offer the COC through the SWRCCI provides the added benefit that graduates will not only obtain the training and skills necessary to be a forensic examiner, they will during their course of studies, actually participate in the operation of a working lab.

Program and Student Assessment

Goals for the program and measurements of success will be:

1. Enroll a minimum of 20 new students the first year with a projected 10 percent increase in enrollment annually thereafter.
2. Award 12 COC in Computer Forensics each year (beginning year 2).
3. 90 percent passing rate of students taking commercial certificate testing upon successful completion of associated course work.
4. Increase the number of students currently working towards their Associates Degree in criminal justice and encourage said students to continue their academic pursuits and obtain a Bachelors Degree at DSC in addition.

Students obtaining the COC in Computer Forensics will have developed competencies in the following areas:

1. Criminal justice legal process.
2. Law enforcement investigations.
3. The rules of evidence.
4. Cyber crime investigations.
5. Computer hardware and network functions.
6. Collection and analysis of digital evidence.

Finance

The proposed COC in Computer Forensics will place no additional financial burden on the existing budgets of DSC. During 2010, DSC received a Department of Justice grant of one million dollars to establish the SWRCCI. A stated purpose of the SWRCCI is to provide forensic training and instruction to DSC students. The establishment of a COC in Computer Forensics is the first step in achieving that purpose. All Instructors, equipment, lab, classroom, software and other program functions associated with the proposed COC will be funded through the grant received by DSC for the SWRCCI.

Appendix A: Program Curriculum

Course Prefix & Number	Title	Credit Hours	Total Credit Hours
General Education Courses			
Composition			3
Take one of the following courses:			
ENGL1010	Intro to Writing	3	
ENGL2010	Intermediate Writing	3	
Computation			3
Take one of the following courses:			
MATH1010	Intermediate Algebra	3	
MATH1040	Intro to Statistics	3	
MATH1050	College Algebra/Pre-Calculus	3	
Human Relations			
Take one of the following courses:			3
COMM1020	Public Speaking	3	
COMM2110	Interpersonal Communication	3	
FCS1500	Human Dev/Lifespan	3	
PSY1010	General Psychology	3	
PSY1100	Human Dev/Lifespan	3	
SOC1010	Introduction to Sociology	3	
SOC1020	Social Problems	3	
General Criminal Justice Courses			9
CJ1330	Introduction to Criminal Justice	3	
CJ1340	Introduction to Police Investigation	3	
CJ2350	Laws of Evidence	3	
Core Courses			21
CJ1900	Introduction to Computer Related Crime	3	
CJ2500	Computer Hardware Basics	3	
CJ2700	Introduction to Digital Forensics	3	
CJ3950	Windows Forensics	3	
CJ3900	Computer Forensic Tools	3	
CJ4700	File System Analysis	3	
CJ4750	Samm Device Forensics	3	
	Total Credit Hours		39

New Courses to Be Added in the Next Five Years: N/A

Appendix B: Faculty

Abby L. McDonald-Gallentine
180 East Pioneer Circle
Brookside, UT 84782
(435) 705-9624

Education: **University of Phoenix, St. George, Utah**
Master of Science in Counseling, 2008

Drake University Law School, Des Moines, Iowa
December, 1988, J.D.

Loras College, Dubuque, Iowa
May, 1986, B.A.: Major: Political Science; Minor: Philosophy
Graduated Magna Cum Laude

Qualifications: Licensed Attorney in the State of Iowa: June, 1989 to 2002 (exempt status)
Member American Counseling Association and Autistic Society of America. CPC-I Licensed with
State of Utah, No. 6964063-6009; Prime For Life Certified Instructor

Professional Experience:

2010 to present **Lecturer/Advisor; Adjunct, Dixie State College, St. George, Utah**

- Advise DSC students regarding classes needed to attain an associate of science in criminal justice and Integrated Studies Bachelor Degree-Criminal Justice Emphasis
- Taught CJ 1010 Introduction to Criminal Justice; Summer, 2010, 2 credit hours CJ FYE 1001, Fall, 2010 and am currently teaching 3 credit hours – FYE 1001, Spring, 2011.
- Advisor to Criminal Justice Club

2010 to present **Substance Abuse Therapist, SWC, Adult Services, St. George, Utah**

- Conduct group therapy.
- Court outreach through Family and Felony Drug Court.
- Research, prepare and present to groups presentations on addiction related topics.
- Training: Nonviolent Crisis Intervention (NVCI) training; motivational interviewing, person-centered therapy, attended 2 Autism conferences, 2009 and 2010; attended the University of Utah School on Alcoholism and other Drug Dependencies, June, 2008, SASSI training; Prime For Life instructor training May, 2009-Certified PFL Instructor; Fall Conference, Substance Abuse, September, 2010.

2007-2009 **Substance Abuse Therapist, SWC, Adult Services, St. George, Utah**

- Conduct group, family and individual therapy in intensive outpatient and outpatient treatment.
- Provide substance abuse evaluations from SWC and from inmates incarcerated at Purgatory Correctional Facility, Hurricane, Utah
- Bi-weekly court attendance regarding Family and Felony Drug Court clients.
- Weekly meetings with Adult Probation and Parole Officers regarding DORA clients.

- Provide individual and group therapy to probationers and parolees through the Drug Offender Reform Act (DORA)

1995-2000

Inhouse Corporate Counsel, USA Global Link, Inc., Fairfield, Iowa

- Prepare Carrier Buy/Sell Agreements, Marketing and Licensing Agreements for the sale of international telecommunications services.
- Provide litigation support for outside counsel.
- Aid in drafting of initial public offering.
- Research, implement and administer company health care plans, 401(k) and Section 125 cafeteria plan.
- Provide legal advice and education of upper management and company employees.

COMPUTER EXPERIENCE:

Banner and Native Banner, Microsoft Word XP7, Excel, Powerpoint, Profiler (SWC), Blackboard Vista

TEACHING EXPERIENCE:

Courses Taught:

CJ 1010 Introduction to Criminal Justice, Summer, 2010

Freshman Year Experience: Criminal Justice 1001

Freshman Year Experience: Associate of Science 1001

Substitute Teacher:

CJ 1010 – Introduction to Criminal Justice – 2 classes – December, 2010

Prime For Life – 2009: Utah state required class for DUI offenders

Presentations:

DSC POST Academy – January, 2011 – Dixie State College Associate of Science Program

Other presentations in family and group therapy on topics such as heroin, crystal methamphetamine, addiction, codependency, boundaries, grief, suicide and family dynamics.

Curriculum Vitae
Paul Elisha (Lish) Harris, ABD

Criminal Justice Program
Dixie State College of Utah
Phone: (435) 879-4423
Email: lharris@dixie.edu

EDUCATION

- | | |
|-----------------|---|
| 2011 (Expected) | Ph.D., Criminology and Criminal Justice (expected)
The Florida State University
Dissertation: <i>A Closer Look at Home Foreclosures and Crime: Examining the Criminal Consequences of Home Foreclosures on Houston Neighborhoods.</i>
Chair: Dr. Eric Baumer |
| 2007 | M.S. in Sociology
Brigham Young University
Thesis: <i>State Wide Social Institutions and Their Effect on the Disparity in the Incarceration Rates of Blacks and Whites</i>
Chair: Dr. Stephen J. Bahr |
| 2005 | B.S. in Sociology
Brigham Young University |

RESEARCH INTERESTS

Criminological Theory	Social Disorganization	Social Control
Theory and Dynamics of Race	Social Change	Critical Criminology
Urban Sociology	Offender Reentry	

PUBLICATIONS

- Bahr, Stephen J., Anita Harker Armstrong, Benjamin Guild Gibbs, Paul E. Harris, and James K. Fisher. 2005. The Reentry Process: How Parolees Adjust to Release from Prison. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers*. 3(3): 243-265.
- Harris, Paul E. (Lish). 2009. "The Great Divide: Examining the Disparity in the Incarceration Rates of Blacks and Whites Using Institutional Anomie Theory." VDM Publishing House, LTD.
- Bahr, Stephen J., Paul E. (Lish) Harris, James K. Fisher, and Anita Harker Armstrong. 2010. Successful Reentry: What Differentiates Successful and Unsuccessful Parolees? *International Journal of Offender Therapy and Comparative Criminology*. 54(5): 667-692.

Forthcoming

Bahr, Stephen J., Paul E. (Lish) Harris, Janalee Hobson, and Bryan Taylor. 2011. The Effectiveness of Short-term Drug Treatment for Jail Inmates: An Evaluation of the OUT Program. *American Jails*.

Harris, Paul E. (Lish). 2011. "The Criminal Consequences of Changes in Neighborhood Structure Due to Home Foreclosure: A Theoretical Discussion." Chapter in *Economic Crises and Crime*, A volume in the series *Sociology of Crime, Law, and Deviance*, edited by Mathieu Deflem. The JAI Press/Emerald.

Works in Progress

Harris, Paul E. (Lish) and James Kanan. "State Wide Social Institutions and Their Effect on the Disparity in the Incarceration Rates of Blacks and Whites."

Harris, Paul E. (Lish). "The Differential Development of Social Institutions in Black and White American Communities."

PRESENTATIONS

2009, "Destabilization and Social Disorganization: The Home Foreclosure Crisis and Crime." Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, PA, November 6.

2008, "State Wide Social Institutions and Their Effect on the Incarceration Rates of Blacks and Whites." Paper presented at the annual meeting of the American Society of Criminology, St. Louis, MO, November 14.

2006, "Back Behind Bars: Factors Predicting Recidivism Among Recent Parolees." Paper presented at the annual meeting of the Pacific Sociological Association, Los Angeles, CA, April 21 (with Stephen J. Bahr and James K. Fisher).

2005, "Failing Parole: An Exploratory Study of Parolee Success and Failure in the Utah Prison System." Paper presented at the annual meeting of the American Society of Criminology, Toronto, Canada, November 20 (with Stephen J. Bahr, Benjamin G. Gibbs, Anita Harker Armstrong, and James K. Fisher).

2005, "Barriers to Reentry: An Exploratory Study of Parole in the Utah Prison System." Paper presented at the annual meeting of the Pacific Sociological Association, Portland, OR, April 7 (with Stephen J. Bahr, Benjamin G. Gibbs, Anita Harker Armstrong, and James K. Fisher).

2004, "From Prison to Home: Parolee Reentry." Paper presented at the annual meeting of the Pacific Sociological Association, San Francisco, CA, April 16 (with Stephen J. Bahr, Anita B. Armstrong, Kristen J. Sturgill, Kraig M. Cramer, Jeff Dibble, and Jared D. McKenzie).

AWARDS & FELLOWSHIPS

Teaching Awards

2009-2010, Recipient of the Joe Harris Memorial Teaching Award in the College of Criminology and Criminal Justice at The Florida State University.

2008-2009, Recipient of the Joe Harris Memorial Teaching Award in the College of Criminology and Criminal Justice at The Florida State University.

2008-2009, Nominated for The Florida State University Outstanding Teaching Assistant Award for graduate students who designed and taught their own course.

Academic Awards

2007-2008, Named the Graduate Fellow at The Florida State University.

2006-2007, Received a mentored-research award from Brigham Young University.

Fellowships

2009-2010, Received additional funding after being named the Undergraduate Internship Coordinator from the College of Criminology and Criminal Justice at The Florida State University for 2009-2010 academic school year.

2007-2010, Received a graduate assistantship and tuition waivers from the College of Criminology and Criminal Justice at The Florida State University.

2005-2007, Received a full graduate assistantship from the Department of Sociology at Brigham Young University.

2004-2005, Received a research assistanceship from the Department of Sociology at Brigham Young University.

TEACHING EXPERIENCE

Instructor

Introduction to Criminology, The Florida State University (5 Sections)

Internship in Criminology, The Florida State University (3 Sections)

Social Problems, Utah Valley University (1 Section)

Introduction to Criminal Justice (1 Section)

Cyberlaw (1 Section)

Drugs and Crime (1 Section)

Teaching Assistant

Minorities, Crime, and Social Policy, The Florida State University (4 Sections)

Seminar in Special Topics: Racial Profiling, The Florida State University (2 sections)

Introduction to Sociology, Brigham Young University (2 Sections)

ORGANIZATIONAL AFFILIATION

American Society of Criminology
American Sociological Association

LANGUAGES

Fluent in spoken and written Spanish

Gary DeWayne Cantrell
PO Box 1922 St. George, UT
84771 Phone: 435.879.4422
Email: cantrellg@gmail.com

Work Experience:

Digital Forensics Instructor

1/2010 - Present, Dixie State College, St. George, UT

Operations Systems Analyst

2/2009-12/2010 – Army Corp of Engineers, Vicksburg, MS

Computer Forensics Laboratory Administrator

11/2005 – 4/2009, Mississippi State University, Starkville, MS

Chief Information Officer (Data Recovery and Civil Forensic self-employed)

11/2006 – 11/2008, DKG Data Services, Jackson, MS

Computer Scientist

5/2004 – 11/2005, NAVOCEANO Stennis Space Center, MS

Forensic Lab Manager

8/2003 – 5/2004, Mississippi State University, Starkville, MS

Teaching Assistant

8/2003 -5/2004, Mississippi State University, Starkville, MS

Education:

Mississippi State University Itawamba Community College Starkville, MS 39759-9759 Fulton, MS
Master of Science, May 2004 Associates, 1998 Major: Computer Science Major: Computer Science
GPA: 3.78 out of 4.00 GPA: 3.03 out of 4.00

Mississippi State University Hatley High School Starkville, MS 39759-9759 Amory, MS Bachelors, 2002
High School Diploma, 1996 Major: Computer Science GPA: 93.3 out of 100 GPA: 3.31 out of 4.00

Professional Certifications:

Access Data Certified Examiner – ACE
Certified Computer Examiner – CCE

Refereed Conference Papers:

Cantrell, G. and D. Dampier, "Hiding Data through FAT 32 Boot Sector Manipulation," Proceedings of the 1st Annual IFIP Conference on Digital Forensics, Orlando, FL, February 13-16, 2005.

Cantrell, G. and D. Dampier, "Experiments In Hiding Data Inside the File Structure of Common Office Documents: A Steganography Application," Accepted for publication in the Proceedings of the 3rd International Symposium on Information and Communication Technologies, June 16-18, 2004, Las Vegas, NV.

TEACHING EXPERIENCE:

Courses Taught:

Digital Forensics Workforce Training (1 week course for law enforcement)

Digital Forensics for Investigators (3 day course)

Digital Forensics for Veterans Entering the Work Force (1 week course)

Introduction to C++ for Adults (1 week course)

Regular Guest Lectures:

Ethical Considerations in Computer Forensics

Anti-Forensics: how they could be Getting Away with It

Introduction to Steganography

Introduction to Computer Crime and Digital Forensics

Teach Assistant:

Introduction to Computer Science and C++

Operations Systems I

William R. Matthews
675 E 100 S
Alpine, Utah 84004
Work: (801) 579-4817
Home: (801) 763-0149
Email: sa5663@juno.com

Education

Mahidol University

Doctor of Philosophy ABD,
Human Rights & Peace Studies

Bangkok, Thailand

Lewis University

Master of Arts,
Criminal Justice, 1996

Romeoville, IL

Golden Gate University

Bachelor of Science
Accounting, 1982

San Francisco, CA

Experience

WFM Accountancy Corp

Certified Public Accountant, 1979 – 1982
Partner, 1982 – 1986

Concord, CA

Federal Bureau of Investigation

Special Agent

Washington D.C.

Las Vegas, Nevada, 1986

Organized Crime/LCN

Chicago, Illinois, 1992

Organized Crime/LCN

Unabomber Task Force

International/Domestic Terrorism

Salt Lake City, Utah, 1999

Division Media Coordinator

Computer Analysis Response Team

Madrid, Spain, 2001

Train Bombing Assistance

Baghdad, Iraq, 2002

Gulf War

Riyadh, Saudi Arabia, 2003

US Embassy, Legat Office

Bangkok, Thailand, 2005

US Embassy, Legat Office

Salt Lake City, Utah 2009

Field Intelligence Group

Awards and Accomplishments

- Legal Attaché, US Embassy, Bangkok, Thailand, 2005

- Establishment of the Intermountain West Regional Computer Forensic Lab, Salt Lake City, Utah **2005**
- Graduate "Overseas Anti Terrorism Force Protection", Quantico, **2005**
- Investigative support Madrid Train Bombing, Madrid, Spain, **2004**
- Saddam Hussein debriefing support, Baghdad, Iraq, **2003**
- International Media Coordinator, Salt Lake City Winter Olympics, **2002**
- Initiation and investigation of the "Olympic skating scandal", Salt Lake City, Utah, **2002**
- FBI Certified Computer Forensic Examiner, Washington D.C., **2002**
- Successful investigation and subsequent prosecution of Puerto Rican "FALN" terrorists for the bombing of an Army Navy Recruiting Office, Chicago, Illinois, **1998**
- Award for Unabomber Task Force Investigation, Chicago, Illinois, **1996**
- Commendation for Undercover Work with LCN, Las Vegas, Nevada, **1992**
- LCN Undercover Agent, Las Vegas, Nevada, **1990**
- FBI Undercover Certification, Washington D.C., **1989**
- Certified Public Accountant, State of California, **1982**

Publications

Matthews, W. "Critical Study of the John Dillinger Enigma" A & E – Biography. Tower Productions: Chicago (1998)

Manuscripts Under Review

Matthews, W. "Conflict Settlement and Resolution Motivation". GRHR. Mahidol University: Salaya (2008)

Matthews, W. "The Use of Force to Stop Violence". Law Enforcement Bulletin. U.S. Department of Justice: Washington D.C. (2008)

Manuscripts in Preparation

Matthews, W. "The USA vs. the ICESCR". (2008)

Matthews, W. "Resolving Cultural, Structural, and Direct Violence" (2008)

Matthews, W. "The Recognition of 17th Century Rights" (2008)

Conference Presentations

"Conference on Investigative Skills for Computer-Based Crime". Transnational Crime Affairs Section, U.S. Department of Justice: Bangkok (2008)

"Cyber Crime Investigative Training". International Law Enforcement Center: Bangkok (2008)

"International Conference of Intellectual Property Enforcement

Network". Association of Southeast Asian Nations: Bangkok (2007)

"Cyber Crime and the Law". Thailand Office of the Judiciary:
Bangkok (2007)

"Parliamentary Sub Committee – Proposed Computer Crime Act". Thailand
Parliament/U.S. Embassy: Bangkok (2007)

"Cyber Crime Problems and Issues". Asian Pacific Chapter National
Academy. Annual Retrainer: Thailand (2007)

"Computer Forensics for Law Enforcement". Graduate School of
Forensics. Mahidol University: Bangkok (2006)

Professional Writings

- Investigative summaries for the Department of Justice in preparation of indictment or prosecution.
- Undercover proposals for submission to the FBI Undercover Review Committee.
- Press releases for local and National media related to FBI Investigations.
- Search Warrant and Title III affidavits with applications.
- Draft with changes of the new Thailand Cyber Crime law.
- Requests for International Police Cooperation and Assistance.
- Summaries of the initial Saddam Hussein debriefings.
- Criminal and legal cooperation between the USA and foreign partners.
- Presentation to Thai Parliamentary sub-committee members on international law enforcement relations.

May 10, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Weber State University – Mission Statement Revision (R312 Revision)

Issue

Weber State University requests a revision to its mission statement as it appears in Regents' Policy R312. The wording revisions are to improve the coherence and better align the statement with Northwest Commission on Colleges and Universities (NWCCU) Standard One mission and core theme requirements.

Background


The Northwest Commission on Colleges and Universities (NWCCU) Standard One for accreditation requires that, "The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission." As Weber State University prepares its year one report to the NWCCU under the new accreditation standards, it has examined its mission statement and is proposing minor wording changes to better align its mission statement with the NWCCU Standard One mission and core theme standards. The approved mission statements for USHE institutions are contained within Regents' Policy R312 and approval of any updated mission statement revises this policy. The Weber State University Faculty Senate and Board of Trustees have reviewed and approved the revisions to the mission statement as proposed.

Policy Issues

There are no policy issues identified for these minor revisions in wording.

Commissioner's Recommendation

The Commissioner recommends the Regents' approval of Weber State University's updated Mission Statement and its inclusion in Policy R312, effective immediately.



William A. Sederburg, Commissioner

WAS/EJH
Attachment

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.2. **"Mission Statements":** the general purposes and functions of various institutions.
- 3.3. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.4. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Classifications

- 4.1. **Doctorate-granting Universities:** (University of Utah (U of U), Utah State University (USU)) Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges. Doctorate-granting Universities are further classified by their research activity. The U of U is in the very high research activity category and USU is in the high research activity category.
- 4.2. **Master's Universities:** (Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)) Master's Colleges and Universities generally include institutions that award at least

¹ Approved on May 30, 2003, Amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009.

50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. This classification excludes Special Focus Institutions and Tribal Colleges. Master's Colleges and Universities are further classified based on the number of programs offered. WSU is in the medium programs category while SUU and UVU² are in the smaller programs category.

4.3. Baccalaureate Colleges: (Dixie State College of Utah (DSC)) Baccalaureate Colleges generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. This classification excludes Special Focus Institutions and Tribal Colleges. Baccalaureate Colleges are further classified based on the level of degrees offered. DSC is in the Baccalaureate/Associate's College category.

4.4. Comprehensive Community Colleges: (Snow College (Snow), College of Eastern Utah (CEU), Salt Lake Community College (SLCC)) Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. This classification excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions. Associate's Colleges are further divided by the setting and size of the College. Snow and CEU are in the Public Rural-serving Medium category while SLCC is in the Public Urban-serving Multi-campus category.

R312-5. Missions and Mission Statements

5.1. Doctorate-granting University: The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.1. University of Utah Mission Statement (2006): The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

5.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

² Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next five years.

5.2. Master's University: The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region. Weber State University offers associate's, baccalaureate, and master's degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

5.2.2. Southern Utah University Mission Statement (2005): Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate's, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

5.2.3. Utah Valley University Mission Statement (2007): 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.

5.3. Baccalaureate College: The mission of a Baccalaureate College is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

Dixie State College of Utah Mission Statement (2005): Dixie State College of Utah strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become

passionate about their individual educational endeavors. DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two independent tiers. DSC offers associate's degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

5.4. Comprehensive Community College: The mission of a Comprehensive Community College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.4.1. Snow College Mission Statement (2004): The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity.

5.4.2. College of Eastern Utah Mission Statement (2006): College of Eastern Utah is a comprehensive community college committed to the highest standards of instruction and learning. CEU prepares students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students. The college educates and assists students with their social, physical, intellectual, cultural, and emotional development. CEU strives to help instill the curiosity and skills necessary for a student to continue learning throughout life. The College is committed to respond to the educational needs of the communities it serves. CEU will work with senior state institutions to provide access for a limited number of on-campus Bachelor's degree programs.

5.4.3. Salt Lake Community College Mission Statement (2006): Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-6. Comprehensive Community College Function: Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSC also provide a comprehensive community college function to the state of Utah along with Snow, CEU, and SLCC.

R312-7. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-8. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah. The land grant designation makes USU responsible for statewide

programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-9. Faculty

9.1. Criteria for Selection, Retention, and Advancement

9.1.1. Doctorate-granting University: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

9.1.2. Master's University: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

9.1.3. Baccalaureate College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.1.4. Comprehensive Community College: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.2. Educational Preparation

9.2.1. Doctorate-granting University: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

9.2.2. Master's University: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

9.2.3. Baccalaureate College: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

9.2.4. Comprehensive Community College: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

9.3. Teaching Loads and Research Activities

9.3.1. Doctorate-granting University: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

9.3.2. Master's University: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

9.3.3. Baccalaureate College: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

9.3.4. Comprehensive Community College: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-10. Student Admission

10.1. Doctorate-granting University: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors. Score data for first-year students indicate that these institutions are selective in admissions.

10.2. Master's University: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.

10.3. Baccalaureate College: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

10.4. Comprehensive Community College: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-11. Support Services

11.1. Doctorate-granting University: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

11.2. Master's University: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

11.3. Baccalaureate and Comprehensive Community College: This institution provides library services, support services, equipment, and other resources to support lower-division programs in career and

technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

May 11, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: University of Utah, Southern Utah University, Utah Valley University—New Emphases

The following have been submitted for consideration by the Programs Committee.

University of Utah

New Emphases in BFA Theatre

- **Emphasis in Actor Training Program (ATP)**
- **Emphasis in Performing Arts Design Program (PADP)**
- **Emphasis in Stage Management**

Request

The Department of Theatre at the University of Utah proposes the following emphasis areas be entered on BFA Theatre transcripts:

- Actor Training Program (ATP)
- Performing Arts Design Program (PADP)
- Stage Management

The first step for each BFA Theatre degree is the foundation of a well-rounded theatre core. The core requirements for all BFA Theatre Majors provide an overview of all aspects of theatre. Theatre core classes create building blocks of knowledge for more in-depth exploration in all emphases.

All first year Theatre majors are required to take

- Script Analysis (1st year fall) -- an in-depth analysis of play scripts in their historical and cultural contexts, with a special emphasis on the rhetorical and structural elements common to most plays.
- Acting class (first year) -- to appreciate the discipline of acting, the process and exploration of the self in creating character. Focus is on elements of acting as applied to exercises, improvisation, contemporary monologues and scene work.

- Theatre and Theory (first year spring) -- (Script Analysis is a pre-requisite for this course) develop a working understanding of the critical theories most useful in the analysis and production of theatrical texts.
- Scenography (fall or spring) - An introduction to the art of scenography, including ways in which theatre artists communicate visually and the way audiences "read" information in a theatrical design. (This course is a pre-requisite to additional design courses; i.e., Scene Design I.)

Each emphasis builds on the core required courses in similar ways; i.e., Acting I is a pre-requirement to Acting II for majors.

Students are able to weave and build knowledge through the required core courses and program requirements.

Faculty mentors in each emphasis guide students through an educational environment that develops the student's craft, communication skills, knowledge, creative thinking, and collaborative skills. This allows students the ability to explore and develop their emphasis with a sense of purpose where personal expression and professional growth can result in acceptance to a graduate school or a specific career in the arts where they may share their gifts with society.

Need

Listing emphasis areas on transcripts would bring clarity to the area of study. When students apply to graduate school or for employment, it would make it easier to determine in which professional area the candidate has more expertise. This would make it more convenient for the school or place of employment to determine the focus area rather than guessing by reviewing each transcript.

Institutional Impact

There will be no impact to the department or institution.

Finances

There will be no financial impact to the department or institution.

New Emphases in BS Biology

- **Emphasis in Biochemistry**
- **Emphasis in Cell and Molecular Biology**
- **Emphasis in Environmental and Organismal Biology**
- **No-Emphasis Option**

Request

The Department of Biology at the University of Utah proposes to offer three emphases for students majoring in Biology: (1) Biochemistry, (2) Cell and Molecular Biology, and (3) Environmental and

Organismal Biology. A fourth option (no emphasis) will allow students essentially the same flexibility as that afforded to current Biology majors.

The core requirements for all three emphases and the no-emphasis option will be the same (see attached documentation). The basis for this request is that the emphases will provide guidance to students who wish to focus on a specific area of Biology. The subject of biology is becoming increasingly diverse to the extent that the singular "BS in Biology" no longer has the capacity to accurately convey a student's training in one sub-discipline or another. The emphasis notation will assist those evaluating a student's transcript by denoting an interest and pursuit of in-depth biological literacy in a particular area. This will be of utility to potential employers and evaluators for professional and graduate schools. In addition, the proposed introduction of emphases calls for a reduction in the core ancillary science requirements for Biology majors, a change that will permit undergraduate students a degree of flexibility in pursuing areas of interest, particularly those that are interdisciplinary in nature. These cross-cutting areas have usually been excluded by disciplinary (i.e. departmental) boundaries but now, more than ever before, it would be wise to embrace cross-disciplinary training since it is likely to open opportunities for employment. This prospect is precluded by the existing structure of the Biology major, but would be facilitated and encouraged with the proposed restructured Biology major with emphases.

This change is accomplished by reducing the total number of credit hours that are currently required in ancillary science (specifically Organic Chemistry). As it currently stands, Biology majors are now required to take 38 hours of ancillary science distributed as follows: Mathematics (8 hours), Chemistry (22 hours), Physics (8 hours). Reducing the number of hours required in ancillary sciences should also permit Biology majors to start tackling core Biology requirements sooner in their undergraduate careers. This has been a major problem for Biology undergraduates. It is important to note that the additional credit hours that are liberated will **not** be absorbed by requiring students to take additional Biology courses. Instead, students are free to use these elective credit hours in any approved scientific discipline including Chemistry. The number of Biology credit hours required for the major remains the same as the current requirement at 36 hours.

Need

Biology students previously have had free range over a wide variety of Biology elective courses. While this has made the curriculum robust, it has promoted a culture in which students choose elective courses, in part, as a matter of convenience for their schedule rather than as a way to satisfy their intellectual curiosity and develop a coherent background in one of the sub-disciplines that make up modern biological science. The faculty wishes to introduce emphases as a way to provide specific guidance to students on the advanced courses that they should take if they are interested in a particular area. The proposed emphases are aligned with the current research organization of the department and are, therefore, well supported in terms of the courses available to students. In addition, the current prerequisites demanded of Biology majors in ancillary science are substantial and prevent many students from taking required Biology classes until their junior or senior years. Reducing this burden should allow students to start taking Biology core classes sooner in their undergraduate careers. Hopefully, this will also help to alleviate problems with students taking classes out of sequence (i.e. without the appropriate pre-requisites).

A program in Biological Chemistry is offered by the Department of Chemistry at the University of Utah. A certain degree of overlap is anticipated between the Biological Chemistry program and the proposed Biology major with Biochemistry emphasis; however, there are important distinctions and a critical need for

the Biology option. Creating a Biochemistry emphasis available through the Department of Biology will provide a unique opportunity for students to study the chemistry of living systems and also obtain a solid foundation in biological science, delivered through the Biology core courses which convey critical concepts in form and function, evolution, diversity, genetics, cell biology and biochemistry.

Institutional Impact

The reduction in requirement for Biology students to take Organic Chemistry may affect enrollments in those Chemistry classes. However, this will be at least partially offset by students taking the Biochemistry emphasis as well as the expectation that a significant number of majors will continue to take a full suite of organic chemistry in order to remain competitive for admission into medical school. (Most medical schools require 2 semesters of Organic Chemistry.) Furthermore, students will be free to use elective credits to take courses in any approved department which automatically includes all units in the College of Science. Any further institutional impacts are not anticipated.

Finances

No financial impact on the department or institution is expected. The introduction of emphases will likely place additional burden on the department's advising office. This will be dealt with internally.

New Emphases in BS Special Education

- **Emphasis in Early Childhood Special Education**
- **Emphasis in Hearing Impairments**
- **Emphasis in Mild/Moderate Disabilities**
- **Emphasis in Severe Disabilities**
- **Emphasis in Visual Impairments**

Request

The University of Utah Department of Special Education is requesting transcript designations (Special Education – Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education, Visual Impairments, Hearing Impairments) that will recognize completion of courses of study in its existing teacher certification tracks. The teacher certification tracks have been in place for over 15 years, and were instituted to align with the teacher certification areas approved by the Utah State Office of Education.

Each of these emphasis areas will provide teacher candidates with (1) a set of core knowledge and skills related to teaching students with disabilities, and (2) an *additional* set of knowledge and skills specifically focused on teaching a *particular* population of students with disabilities (e.g., those with visual or hearing impairments). Establishing these emphasis areas will not affect the number of credit hours needed for students to complete their programs. Students who successfully complete both the core coursework and the coursework and practicum requirements for an emphasis area will be recommended to the Utah State Office of Education for licensure in their particular certification area (e.g., severe disabilities, mild/moderate disabilities). These emphasis areas are widely recognized both within Utah and nationally as specialties in teacher education.

Need

As mentioned above, each of these emphasis areas is recognized as a teacher certification area by the Utah State Office of Education, and they are more broadly recognized nationally as specialties in teacher education. Recognizing these emphasis areas on student transcripts will facilitate students' ability to apply for teaching jobs and additional graduate study in these areas, both locally and nationally.

Institutional Impact

Recognizing these emphasis areas will have no impact on other departments, and advising is being handled adequately by existing Department of Special Education staff. No new facilities or equipment are required.

Finances

There will be no financial impact on the Department or the University.

New Emphasis in Health in BA/BS Anthropology

Action

The University of Utah Department of Anthropology is requesting a transcript designation ("Anthropology with health emphasis") that will recognize completion of a course of study in its existing health emphasis track. The track was initiated in 2008 with the approval of the College of Social and Behavioral Science in order to provide an appropriate curriculum for students preparing to enter medical and other health-related professional schools. The program educates students about (a) the interactions between biological, environmental and social factors influencing health and illness, (b) human adaptation and maladaptation from an evolutionary perspective, and (c) how systems of medical knowledge and health care vary across cultures.

The program includes courses in two sub-fields of Anthropology: (1) Human Biology, which focuses on human biological diversity and adaptation, and (2) Medical Anthropology, which emphasizes the cultural context of health and disease. Both fields have a recognized knowledge base, and each has its own professional organization and journals. For more information about the Human Biology Association and the American Journal of Human Biology, see <http://www.humbio.org>. For more information about the Society for Medical Anthropology, see <http://www.medanthro.net>.

Both Human Biology and Medical Anthropology provide relevant background and training for medical professionals, but the department feels that the best preparation combines the biological and the cultural, and the track includes courses in both. The broader designation "health emphasis" was suggested by the University pre-professional advising office because there is precedent for that terminology and because it would be widely understood.

There are two components to the curriculum: (a) Anthropology courses with health content and (b) allied courses that satisfy prerequisites for medical and other health-related professional schools. The Anthropology courses include a required course in Medical Anthropology, plus a choice of Maternal and Child Health, Evolution of Human Health, or Human Biology, and three electives from a broader list of

medically-relevant courses. The allied courses required to meet professional school entrance requirements are also specified in the program materials, together with additional recommended courses suggested by Anthropology alumni. The course of study is attached.

The number of Anthropology credit hours in the new program is identical to that of the regular program (33-34), but the total number of credit hours is normally larger because of the additional pre-professional requirements in biology and other disciplines.

Need

Medical schools are looking for applicants from a diversity of majors. Anthropology has always been a suitable major, but because it is a very broad field in comparison to most other pre-med majors, students benefit from the more focused curriculum and guidance the health emphasis track provides. For the same reason, the transcript designation will be helpful to both students and professional schools in conveying information about that specialized preparation. Students in the track are eager to have their preparation recognized in this way. Response to the health emphasis track has been enthusiastic, with 70 students enrolled since its inception in 2008.

Institutional Impact

The track should have negligible impact on other departments, and advising is being handled adequately by existing Anthropology staff. No new facilities or equipment are required.

Finances

There will be no financial impact on the department or university.

Southern Utah University

New Emphasis in Range Management in BIS Agriculture Science and Industry

Request

Southern Utah University (SUU) requests approval to add an emphasis in Range Management to the existing Agricultural Science and Industry Bachelor of Interdisciplinary Studies in Agriculture, effective Fall, 2011. This action was approved by the SUU Board of Trustees at its February 4, 2011 meeting.

Need

Federal agencies recently standardized the requirements for hiring across the nation and, as a result, students who were qualifying for positions in the natural resource/range area with a degree from SUU are no longer meeting the requirements.

To qualify for jobs with the federal government in natural resource/range, students must take 18 credits of course work in Range Management. Although SUU offers several of the required courses, the current program is a few credits short of the 18 credits. To meet federal hiring requirements, students have been taking online courses through Oregon State University and the University of Idaho. They have reluctantly

done this in order to stay and finish their degree at SUU (Agriculture Advisory Committee Board Minutes, Aug 29, 2009). Although this has worked, it is expensive for the students.

In addition, there is a concern in the industry about the lack of field components in many curricula (Leininger, W. Feb 2005, *Rangelands*) and online courses do not provide the hands-on experience the students would receive if the courses were taught at SUU.

The proposed courses/degree emphasis would be offered as a new emphasis area housed in the BIS degree in Agriculture. This new emphasis in Range Management will be critical and valuable to the many students who come to SUU pursuing coursework in this area.

One of the federal employees serving on the Agriculture Advisory Committee also stated that within the next five years government agencies will experience a major staff turnover. A significant percentage of federal employees are approaching retirement age. As a result of their departure, there will be a great void needing to be filled. Compounding this situation is the realization that some regional institutions have cut down or even eliminated their natural resource/range management programs, reducing the number of qualified graduates who can fill such positions (Agriculture Advisory Committee Meeting, March 21, 2007). This proposed program will help address these needs.

Institutional Impact

The new program will be affiliated with the Department of Agriculture and Nutrition (AGNS) and the BIS in Agriculture Science and Industry. One faculty position will be needed to support course work in the emphasis. However, the position will be filled through an upcoming vacancy created by a retirement. No new physical facilities or modification to existing facilities will be required as the position will be housed in AGNS and there is an office available in that office suite. To fill this faculty member's load, s/he will teach some biology courses.

Section IV: Finances

What costs are anticipated from this change? No new costs are anticipated. The faculty line for this position is already in the existing budget.

Describe any budgetary impact on other programs or units within the institution: This position will decrease overload/adjunct requirements in the Department of Biology.

Utah Valley University

New Emphases in BFA

- **Emphasis in Painting and Drawing**
- **Emphasis in Sculpture and Ceramics**

Request

The Department of Art and Visual Communication (AVC) at Utah Valley University would like to propose the discontinuation of the Fine Arts emphasis within the Bachelor of Fine Arts degree, and the addition of two new emphases: Painting and Drawing, and Sculpture and Ceramics, effective Fall 2011.

Within the current Fine Arts emphasis, areas of study include painting and drawing, and sculpture and ceramics. The AVC department would like to be more specific in the Fine Arts area by dividing it into two areas of emphases: painting and drawing, and sculpture and ceramics.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Need

Within the current curriculum are two "tracks" for the Fine Arts emphasis: one for the two-dimensional areas of painting/drawing (which also includes printmaking) and the other in sculpture/ceramics. Due to this, it is confusing for students to know which classes they should take for their respective track. Many of the skills in each track are specialized and not applicable to the other track. By creating two specific areas of emphasis, students will be able to better understand the difference in the two tracks and the requirements for graduating within each area of emphasis.

Institutional Impact

The AVC department currently has faculty designated as area coordinators in each area of painting and drawing, and sculpture and ceramics. These faculty schedule courses, give teaching assignments to faculty, hire and oversee adjuncts, oversee curriculum changes and development, manage separate budgets and advise students. They also each have their own studio space, classrooms and work areas. The ceramics area includes 3 kilns for firing. Because of this, the institutional impact of separating these two areas will be minimal.

Although not created as part of the request to separate the two areas of emphasis, the department is proposing a few new upper division courses to strengthen each area of emphasis. Previous to this year, students seeking degrees in the painting/drawing area primarily repeated ART 363R Painting III and ART 311R Drawing III to fulfill their upper division requirements and took classes in other areas of emphasis. This year, the department would like to add more specific courses to fulfill those requirements and provide students with more specific instruction.

The new courses for Painting and Drawing are:

1. ART 2690 Printmaking II
2. ART 411R Drawing IV
3. ART 463R Painting IV
4. ART 465R Watermedia IV
5. ART 468R Printmaking IV

The new courses for Sculpture and Ceramics were created to address new developments and processes used in ceramics:

- ART 3800 Low-Fire Ceramics

- ART 3810 Ceramic Technologies

Finances

Since the change is essentially the separation of the Fine Arts emphasis into two emphases, there will be no additional costs incurred from the change.

New Emphases in BS Information Systems

- **Emphasis in Business Intelligence Systems**
- **Emphasis in Healthcare Information Systems**
- **Emphasis in Geographic Information Systems**

Request

This document is not a request for a new degree program, but rather a request for three new emphases. Utah Valley University requests approval to offer the Bachelor of Science in Information Systems with three new emphases: Business Intelligence Systems (BIS), Health Information Systems (HIS), and Geographic Information Systems (GIS), effective Fall 2011 Semester.

Currently, Utah Valley University offers a Bachelor of Science degree in Information Systems. This degree was approved by the Board of Regents in March of 2006, and the program started admitting students during Fall 2006.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Program Description

The Bachelor of Science (BS) in Information Systems prepares students to become Information Systems Professionals. Graduates develop and deploy enterprise-level systems to meet organizational needs. The focus is on leveraging business technology for strategic advantage. The BS in Information Systems includes a significant business component, preparing students for careers as business analysts, systems analysts, applications software developers, consultants, e-business developers, information systems auditors, and web designers/programmers.

Information Systems has been taught at UVU for many years in the School of Business and in the College of Technology and Computing. The BS in Information Systems is the only degree program that combines computing and business. The three new proposed emphases will help students to increase both their skill set and marketability in specialized Information Systems fields.

One new faculty member will need to be hired starting in the Fall 2012 semester, to accommodate the estimated growth of the BS in Information Systems degree with the proposed emphases.

Need

The current BS in Information Systems degree is a generic Information Systems program with no areas of depth or emphases. Information Systems majors need the ability to gain in-depth knowledge of field-related emphases to increase their skill sets and marketability in specialized areas of Information Systems.

This section discusses labor market demand for the three proposed emphases.

Currently, the existing BS in Information Systems has 100 students.

Given the increasing enrollments trend within the existing BS in Information Systems program, student enrollment in the BS in Information Systems with the proposed emphases is expected to increase from 100 current students to a projected 135 students within the first five years.

Program and Student Assessment

The Information Systems program is accredited by the Accreditation Board for Engineering and Technology (ABET). Program objectives and program outcomes are specified and assessed for ABET. Graduates of UVU's undergraduate program in Information Systems (IS) will be able to do the following:

- 1) Use theoretical, technical and organizational knowledge to analyze, design, and implement IS computing solutions.
- 2) Facilitate communications between technically and organizationally oriented groups.
- 3) Be an effective team leader or member.
- 4) Practice their profession in accordance with accepted professional codes of ethics.
- 5) Consider the broad global and social impact of information systems solutions.
- 6) Stay current in their profession.

Finance

UVU does not allocate tuition revenues directly to any program. All new resources are allocated through UVU's Planning, Budgeting, and Assessment process. Tuition revenue from enrollment growth both in this program and across the university, will be allocated through UVU's Planning, Budgeting and Assessment process to support this new program. While this program's anticipated costs per student exceed anticipated tuition revenue per student, other lower cost programs and courses across UVU continue to grow providing additional general tuition revenue.

The new emphases for the BS in Information Systems program will be administratively assigned to the existing Information Systems and Technology (IST) Department. The courses for the first year will be taught by faculty from the existing IST faculty and a new, already-approved tenure-track faculty member. One new full-time faculty member will be needed to start the second year. Minimal additional adjuncts may be hired to cover core lower-division Information Systems courses. The impact on existing budgets will be minimal.

New Emphasis in Construction Management in BS Technology Management

Request

Utah Valley University requests the addition of the Construction Management emphasis within the existing Technology Management (TM) Bachelor of Science degree, effective Fall 2011. This action was approved by the UVU Board of Trustees on February 10, 2011.

Need

Construction Management students seeking a bachelor degree will most commonly complete the BS in Construction Management degree; however, this emphasis provides an option for construction management students who have completed the emphasis-required course work on campus, but have relocated and need to take remaining courses online. The BS in Technology Management provides such an opportunity and supports degree completion. Many returning students at UVU have taken courses in construction. Others are primarily interested in online course opportunities. No other similar programs are currently offered in the state of Utah.

Institutional Impact

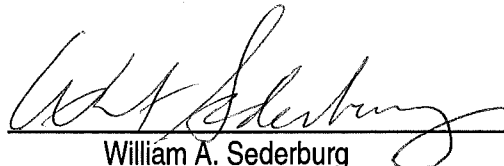
The Technology Management program is already in existence, with over 75% of coursework already offered online. Technology Management currently offers several courses required in the Construction Management BS degree, which will also be required in the new emphasis. No additional faculty, staff, equipment or resources will be required due to the addition of the emphasis. No additional space will be required, as students who select this option will primarily be taking courses online.

Finances

No new funds will be required to offer this emphasis. This emphasis is not intended to conflict with students currently enrolled in the Construction Management BS degree, as it is designed primarily for local students who cannot commute to the Orem campus or have relocated to other states

Recommendation

The Commissioner recommends approval of the Emphases needing Regents' approval as noted.



William A. Sederburg
Commissioner of Higher Education

WAS/GSW
Attachment

Section I: Action

The Department of Theatre at the University of Utah proposes that the following emphasis areas be entered on BFA Theatre transcripts:

- Actor Training Program (ATP)
- Performing Arts Design Program (PADP)
- Stage Management

The first step for each BFA Theatre degree is the foundation of a well-rounded theatre core. The core requirements for all BFA Theatre Majors provide an overview of all aspects of theatre. Theatre core classes create building blocks of knowledge for more in depth exploration in all emphases.

All first year Theatre majors are required to take

- Script Analysis (1st year fall) -- an in-depth analysis of play scripts in their historical and cultural contexts, with a special emphasis on the rhetorical and structural elements common to most plays.
- Acting class (first year) -- to appreciate the discipline of acting, the process and exploration of the self in creating character. Focus is on elements of acting as applied to exercises, improvisation, contemporary monologues and scene work.
- Theatre and Theory (first year spring) -- (Script Analysis is a pre-requisite for this course) o develop a working understanding of the critical theories most useful in the analysis and production of theatrical texts.
- Scenography (fall or spring) - An introduction to the art of scenography, including ways in which theatre artists communicate visually and the way audiences "read" information in a theatrical design. (this course is a pre-requisite to additional design courses; i.e., Scene Design I)

Each emphasis builds on the core required courses in similar ways; i.e., Acting I is a pre-requirement to Acting II for majors.

Students are able to weave and build knowledge through the required core courses and program requirements.

Faculty mentors in each emphasis guide students through an educational environment that develops the student's craft, communication skills, knowledge, creative thinking, and collaborative skills. This allows students the ability to explore and develop their emphasis with a sense of purpose where personal

expression and professional growth can result in acceptance to a graduate school or a specific career in the arts where they may share their gifts with society.

See Appendix for detailed programs of study for each of the proposed emphases.

Section II: Need

Listing emphasis areas on transcripts would bring clarity to the area of study. When students apply to graduate school or for employment it would make it easier to determine in which professional area the candidate has more expertise. This would make it more convenient for the school or place of employment to determine the focus area rather than guessing by reviewing each transcript.

Section III: Institutional Impact

There will be no impact to the department or institution.

Section IV: Finances

There will be no financial impact to the department or institution.

BFA Actor Training Program (ATP)

Fall Semester

Spring Semester

	Catalog #	Class Title	Credits	Catalog #	Class Title	Credits
First Year	THEA 1220	Acting I for ATP	3	THEA 1230	Acting I ATP	3
	THEA 1170	Production LAB Crew	1	THEA 1550	Scenography	5
	THEA 1713	Script Analysis	3	THEA 2713	Theatre & Theory	3
	Wrtg 2010 QA Math	Intermediate Writing (WR) Quant Reasoning (QA)			Production BAB (crew)	1
				THEA 1160		
				AI Requirement	American Institutions	
Second Year	THEA 1223	Make up	3	THEA 2020	Second Yr Sing	
	THEA 2010	Second Yr Sing	2	THEA 2070	Second Yr V/S	3
	THEA 2060	Second Yr V/S	3	THEA 2230	Second Yr Acting	3
	THEA 2220	Second Yr Acting	3	THEA 2250	Second Yr Move	3
	THEA 2240	Second Yr Move	3	THEA 3730	Theatre History	3
	THEA 3720	Theatre History (CW)*	3		DV Requirement	
Third Year	THEA 3010	Third Yr Sing	2	THEA 3020	Third Yr Sing	2
	THEA 3260	Third Yr Move	2	THEA 3270	Third Yr Move	2
	THEA 3230	Third Yr Audition	2	THEA 3080	Third Yr V/S	3
			3		Third Yr Actg Styles	3
	THEA 3070	Third Yr V/S		THEA 3180		
	THEA 3170	Third Yr Actg Styles	3		New Play Workshop	3
		BF Requirement			BF Requirement	
Fourth Year	THEA 3920	Indiv Performance Project	3	THEA	Elective	3
	THEA 4250	Fourth Yr Movement	3	HF Requirement		
	THEA 4090	Fourth Yr V/S	3	SF Requirement		
	THEA 3110	Beg Directing	3	International Requirement		
	Or THEA 3600	Stage Management	(3)			
		SF Requirement				

General Education Requirements for BFA:

<i>Writing 2010 (WR)</i> <i>(strongly recommended first year)</i>		3
<i>Math 1030 (QA)</i> <i>(strongly recommended first year)</i>		3
American Institutions (AI)		3
Two Humanities (HF)		6
Two Physical/Life Science (SF)		6
Two Social/Behavioral Science (BF)		6

Bachelor's Degree Requirements:

Upper-division Communication/Writing (CW)	Core Theatre Hist *	3
Diversity (DV)		3
Upper-division International Requirement (IR)		3

*Courses in italics are strongly recommended for first year

Department Recommendations:

THEA 3720 History of Theatre (CW)*

BFA Requirements	90
General Ed Requirements	24-30
Bachelor's Degree Requirements THEA 3720 History of Theatre CW* 3 cr hrs	6*
Electives	
Tot. Hrs. for Graduation	122

BFA Stage Management Program

Fall Semester

Spring Semester

	Catalog #	Class Title	Credits
First Year	THEA 1120	Acting I for Majors	3
	THEA 1160	Production Bab Crew	1
	THEA 1170	Production LAB Crew	1
	THEA 1713	Script Analysis	3
	THEA 3600	Stage Management	3
	Wrtg 2010 (WR)*	Intermediate Writing	

Catalog #	Class Title	Credits
THEA 1550	Scenography	5
THEA 2713	Theatre & Theory	3
THEA 3912	ASM Babcock	3
HEDU 1950	First Aid	4

Second Year	THEA 3012	SM Studio 115	3
	THEA 3720	Theatre History (CW)	3
	THEA	Directed Elective	3
	QA Math		

AI Requirement

THEA 2110	Scene Design I	3
THEA 1223	Makeup	3
THEA 3730	Theatre History	3
THEA 3912	SM Studio 115	3

DV Requirement

Third Year	THEA 2150	Stagecraft	3
	THEA 4912	SM Bab or Studio 115	3

HF Requirement
BF Requirement

THEA 2203	Costume Construction	3
Or THEA 2140	Costume Design	(3)
THEA 4912	SM Babcock	3
THEA 4600	Advanced Stg Mgmt	3
THEA	Elective	3

HF Requirement
IR Requirement

Fourth Year	THEA 3110	Beginning Directing	3
	THEA 4950	SM Project	3

Directed Elective
SF Requirement
BF Requirement

THEA 4912	SM Babcock	3
THEA 3500	Sound Design I	3
THEA	Elective	3

SF Requirement
BF Requirement

General Education Requirements for BFA:

<i>Writing 2010 (WR) (strongly recommended for first year)</i>		3
<i>Math 1030 (QA) (strongly recommended for first year)</i>		3
American Institutions (AI)		3
Two Humanities (HF)		6
Two Physical/Life Science (SF)		6
Two Social/Behavioral Science (BF)		6

Bachelor's Degree Requirements:

Upper-division Communication/Writing (CW)	Core Theatre Hist *	3
Diversity (DV)		3
Upper-division International (IR)		3

*Courses in italics are strongly recommended for first year

Department Recommendations:

THEA 3720 History of Theatre (CW)*

BFA Requirements	80
General Ed Requirements	24-30
Bachelor's Degree Requirements	6
Electives (if short hours)	6-12
Total Hours Required for Graduation	122

BFA Performing Arts Design Program (PADP)

Fall Semester

Spring Semester

**First
Year**

Catalog #	Class Title	Credits
THEA 1550	Scenography	5
THEA 1160	Production Bab Crew	1
THEA 1713	Analysis	3
Wrtg 2010	<i>Intermediate Writing (WR)*</i>	
QA Math		

Catalog #	Class Title	Credits
THEA 1170	Production Lab	1
THEA 2713	Theatre & Theory	3
THEA 2110	Scene Design I	3
Or THEA 2140	Costume Design I	(3)

*AI Requirement
DV Requirement*

**Second
Year**

THEA 1120	Acting I for Majors	3
		3
THEA 2170	Lighting I	
THEA 3720	Theatre History (CW)	3

*SF Requirement
BF Requirement*

THEA 2140	Costume Design I	3
Or THEA 2110	Scene Design I	(3)
THEA 3730	Theatre History	3

*SF Requirement
BF Requirement*

**Third
Year**

THEA 200	Prod Design Film/TV	3
		3
THEA 3600	Stage Management	
PADP	Elective	3

*HF Requirement
IR Requirement*

THEA 3910 or	Design Project I	3
	Surv of Historic	
THEA 4390	Costume	3
THEA	Elective	3
PADP	Elective	6

**Fourth
Year**

THEA 4490 or	Lighting Design II	3
THEA 4460	Costume Design II	3
THEA 4960	Portfolio Prep	1
	Electives	6

HF Requirement

	PADP Design Proj II	3
PADP	Elective	6
	Electives	6

General Education Requirements for BFA:

Writing 2010 (WR) (strongly recommended first year)		3
Math 1030 (QA) (strongly recommended first year)		3
American Institutions (AI)		3
Two Humanities (HF)		6
Two Physical/Life Science (SF)		6
Two Social/Behavioral Science (BF)		6

*Courses in italics are strongly recommended for first year

Department Recommendations:

THEA 3720 History of Theatre (CW)*

Bachelor's Degree Requirements:

Upper-division Communication/Writing (CW)	Core Thea Hist*	3
Diversity (DV)		3
Upper-division International (IR)		3

BFA Requirements	
General Ed Requirements	24-30
Bachelor's Degree Requirements	6
Electives(if short hours)	15-21
Total Hours Required for Graduation	122

Request for Establishment of Emphases for Biology Majors at the University of Utah

Section I: Request

The Department of Biology at the University of Utah proposes to offer 3 emphases for students majoring in Biology: 1. Biochemistry, 2. Cell & Molecular Biology, and 3. Environmental & Organismal Biology. A fourth option (no emphasis) will allow students essentially the same flexibility as that afforded to current Biology majors.

The core requirements for all three emphases and the no-emphasis option will be the same (see attached documentation). The basis for this request is that the emphases will provide guidance to students who wish to focus on a specific area of Biology. The subject of biology is becoming increasingly diverse to the extent that the singular "BS in Biology" no longer has the capacity to accurately convey a student's training in one sub-discipline or another. The emphasis notation will assist those evaluating a student's transcript by denoting an interest and pursuit of in-depth biological literacy in a particular area. This will be of utility to potential employers and evaluators for professional and graduate schools. In addition, the proposed introduction of emphases calls for a reduction in the core ancillary science requirements for Biology majors, a change that will permit undergraduate students a degree of flexibility in pursuing areas of interest, particularly those that are interdisciplinary in nature. These cross-cutting areas have usually been excluded by disciplinary (i.e. departmental) boundaries but now, more than ever before, it would be wise to embrace cross-disciplinary training since it is likely to open opportunities for employment. This prospect is precluded by the existing structure of the Biology major, but would be facilitated and encouraged with the proposed restructured Biology major with emphases.

This change is accomplished by reducing the total number of credit hours that are currently required in ancillary science (specifically Organic Chemistry). As it currently stands, Biology majors are now required to take 38 hours of ancillary science distributed as follows: Mathematics (8 hours), Chemistry (22 hours), Physics (8 hours). Reducing the number of hours required in ancillary sciences should also permit Biology majors to start tackling core Biology requirements sooner in their undergraduate careers. This has been a major problem for Biology undergraduates. It is important to note that the additional credit hours that are liberated will **not** be absorbed by requiring students to take additional Biology courses. Instead, students are free to use these elective credit hours in any approved scientific discipline including Chemistry. The number of Biology credit hours required for the major remains the same as the current requirement at 36 hours.

Section II: Need

Biology students previously have had free range over a wide variety of Biology elective courses. While this has made the curriculum robust, it has promoted a culture in which students choose elective courses, in part, as a matter of convenience for their schedule rather than as a way to satisfy their intellectual curiosity and develop a coherent background in one of the sub-disciplines that make up modern biological science. The faculty wishes to introduce emphases as a way to provide specific guidance to students on the advanced courses that they should take if they are interested in a particular area. The proposed emphases are aligned with the current research organization of the department and are, therefore, well supported in terms of the courses available to students. In addition, the current prerequisites demanded of Biology majors in ancillary science are substantial and prevent many students from taking required Biology classes until their junior or senior years. Reducing this burden should allow students to start taking Biology core

classes sooner in their undergraduate careers. Hopefully, this will also help to alleviate problems with students taking classes out of sequence (i.e. without the appropriate pre-requisites).

A program in Biological Chemistry is offered by the Department of Chemistry at the University of Utah. A certain degree of overlap is anticipated between the Biological Chemistry program and the proposed Biology major with Biochemistry emphasis; however, there are important distinctions and a critical need for the Biology option. Creating a Biochemistry emphasis available through the Department of Biology will provide a unique opportunity for students to study the chemistry of living systems and also obtain a solid foundation in biological science, delivered through the Biology core courses which convey critical concepts in form & function, evolution, diversity, genetics, cell biology and biochemistry.

Section III: Institutional Impact

The reduction in requirement for Biology students to take Organic Chemistry may affect enrollments in those Chemistry classes. However, this will be at least partially offset by students taking the Biochemistry emphasis as well as the expectation that a significant number of majors will continue to take a full suite of organic chemistry in order to remain competitive for admission into medical school (most medical schools require 2 semesters of Organic Chemistry). Furthermore, students will be free to use elective credits to take courses in any approved department which automatically includes all units in the College of Science. Any further institutional impacts are not anticipated.

Section IV: Finances

No financial impact on the department or institution is expected. The introduction of emphases will likely place additional burden on the department's advising office. This will be dealt with internally.

Biology BS Core Requirements

Students wishing to obtain a BS in Biology must complete at least 72 semester hours of Science courses (same as current major) including the following:

Ancillary Sciences (30 hrs)

Math 1210 and 1220 or 1170 and 1180 (8 hrs total)

Physics 2X10 and 2X20 (8 hrs total)

Chem 1210 and 1220 (8 hrs total) *General chemistry*

Chem 1215 and 1225 (2 hrs total) *General chemistry laboratory*

Chem 2310 (4 hrs total) *Organic chemistry I*

At least 36 hrs of Biology courses including:

Biology core (18 or 19 hrs)

Biol 2010 (3) *Evolution and Diversity*

Biol 2020 or 2021 (3 or 4) *Cell Biology*

Biol 2030 (3) *Genetics*

Biol 3410 (3) *Ecology and Evolution*
 Biol 3510 (3) *Biochemistry I*
 Form and function: one course from menu below (3 hrs)
 Biol 3310 (3) Comp.Vert. Morph.
 Biol 3320 (3) Comp. Physiology
 Biol 3330 (3) Behav. Neurobiol.
 Biol 3350 (3) Plant Physiology
 Biol 3370 (3) Microbial Biology
 Biol 5360 (3) Human Form, Func. & Evol.
 Biol 5365 (4, L1) Plant Struct.

These core requirements are consistent for all 3 proposed emphases as well as the no-emphasis option.

Additional Biology electives bringing total Biology to 36 hrs, meeting the following requirements/criteria:

- Courses with numbers <2000 cannot be applied to the 36 hrs of Biology credits
- A max of 6 units of 2000-level electives can be counted towards the 36 hrs of Biology
- At least two courses at the 5000-level or higher
- A max of 3 hours from Biol 5312 - 5316 can be applied to the required 36 hrs of Biology (up to 3 additional hrs from these courses can be applied to science electives)
- A total of 4 approved lab classes totaling 5 lab credits
- Biol 4955 (Independent Research) and 4995 (Honors Research) can only count towards 3 hrs of electives and only 1 lab course (max 2 credits). Honors research in an approved faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis
- At least 21 hrs of Biology courses must be from the U
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any Department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. **Note:** students fulfilling these "science electives" by taking Chem 2320 and 2315 and 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 are eligible for a Chemistry minor.

In general, these criteria as well as being requirements of all Biology BS students (no emphasis) are generally applicable to all 3 emphases. Exceptions are noted as appropriate.

Biology BS: Biochemistry Emphasis

- Ancillary Science and Biology Core requirements (detailed above)
- *Biochemistry* emphasis students will be required to take Organic Chemistry II (lecture), and select courses from each of three menus: Biochemistry (2 courses), Advanced Molecular Genetics (1 course), and Biophysics (1 course). (15-17 hours)
- Laboratory: *Biochemistry* emphasis students will select two biochemistry-focused labs from a Biochemistry Lab menu which includes Organic Chemistry I Lab as a choice. Additional Biology approved lab courses, selected from a General Lab menu will add up to at least 5 lab units, with no more than 2 lab units from independent research, unless the student is involved in Honors research in an approved Biochemistry faculty lab, where up to 3 lab classes (6 credits max.) may be earned.
- Additional Biology Electives bringing total to 36 hours (0-4 hours)
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. **Note:** *students that fulfill these "science electives" by taking Chem 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 as part of the Biochemistry emphasis are eligible for a Chemistry minor.*

Biochemistry emphasis (required course) (4 hours)

Chem 2320 (4) Organic Chemistry II

Biochemistry emphasis electives (11-13 hours)

Biochemistry menu (2 courses)

Chem 3520 (3) Biological Chemistry II

Biol 3515 (2, L1) Biological Chemistry I

Biol 3525 (3, L2) Molecular Biology of DNA

Biol 5540 (3) Biochemistry of Membrane Processes

Advanced Molecular Genetics menu (1 course)

Biol 5120 (3) Gene Expression

Biol 5140 (3) Genome Biology

Biol 5275 (4, L1) Microbial Diversity and Genome Evolution

Biochem 6400 (3) Genetic Engineering

Biophysics menu (1 course)

Biol 3820 (3) Physical Principles in Biology

Biol 5810 (3) Nanoscience

Biochemistry Laboratory menu (2 courses)

Chem 2315 (L2) Organic Chemistry I Lab

Biol 3515 (L1) Biological Chemistry Lab

Biol 3525 (L2) Molecular Biology of DNA Lab

General Laboratory menu (2 courses)

Biol 2115 (L2) Basic Lab Technique
Biol 3215 (L2) Cell Lab
Biol 3245 (L1) Cell Neurobiology Lab
Biol 4955 (L1-2) Independent Research
Biol 4995 (L1-2) Honors Research
Biol 5275 (4, L1) Microbial Diversity and Genome Evolution

Biology BS: Cell and Molecular (C&M) Emphasis

- Ancillary Science and Biology BS Core requirements (detailed above)
- Three C&M electives, at least one at 5000-level or higher (see list of approved electives).
- Of the requirement for 4 lab classes, 2 must be from the list of approved C&M labs. Honors research in an approved C&M faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis
- Additional Biology electives bringing total Biology to 36 hrs
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. *Note: students that fulfill their "science electives" by completing Chem 2320 and 2315 and 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 are eligible for a Chemistry minor*

A. Approved C&M electives - 3 from the following list (at least one at 5000-level or higher):

Biol 3130 (3) Molecular and Cellular Physiology
Biol 3210 (4) General and Pathogenic Microbiology (Path 3010)
Biol 3230 (3) Developmental Biology
Biol 3240 (3) Intro. to Cellular Neurobiology
Biol 3250 (3) Cancer Biology
Biol 3370 (3) Microbial Biology
Biol 3520 (3) Biological Chemistry II
Biol 3820 (3) Physical Principles in Biology
Biol 5030 (3) Basic Immunology (Path 5030)
Biol 5110 (3) Molecular Biology and Genetic Engineering
Biol 5120 (3) Gene Expression
Biol 5130 (3) Plant Biochemistry, Genomics, and Molecular Biology
Biol 5140 (3) Genome Biology
Biol 5210 (3) Cell Structure and Function
Biol 5220 (3) Molecular Neuroscience
Biol 5240 (3) Plant Developmental Biology
Biol 5275 (4, L1) Microbial Diversity, Genomics and Evolution
Biol 5280 (2) Biological Microscopy or Biol 5290 (1) Fundamentals of Biological Microscopy*
Biol 5510 (3) Evolutionary Developmental Biology
Biol 5540 (3) Biochemistry of Membrane Processes
Biol 5810 (3) Nanoscience

Miscellaneous graduate courses at 6000-7000 level approved by Biology advisor.

**Only one of these courses may be counted towards this requirement.*

B. Approved C&M labs - 2 from the following list:

Biol 2115 (2, L2) Basic Technique Lab

Biol 3115 (2, L1) Computer Applications: Cell Biology Lab

Biol 3125 (3, L2) Molecular Tools for Evolutionary and Population Biology

Biol 3215 (2, L1) Cell Biology Lab

Biol 3235 (2, L1) Developmental Biology Lab

Biol 3245 or 3246 (2, L1) Cellular Neurobiology Laboratories*

Biol 3515 (2, L1) Biological Chemistry Lab

Biol 3525 (3, L2) Molecular Biology of DNA Lab

Biol 4955 or Biol 4995 (L1-2) - Independent/Honors research

Biol 5255 (2, L1) Prokaryotic Genetics

Biol 5265 (2, L1) Eukaryotic Genetics

Biol 5275 (4, L1) Microbial Diversity, Genomics and Evolution

Biol 5285 (var.) Biological Microscopy Laboratory

Misc graduate lab courses at 6000-7000 level approved by Biology advisor.

**Only one of these courses may be counted towards this requirement.*

Biology BS: Environmental and Organismal Biology (EOB) Emphasis

- Ancillary Science and Biology Core requirements (detailed above)
- EOB emphasis electives, one class in each of three areas: Ecology/Environmental Biology, Diversity & Evolution, Field/Lab Immersion (9-11 hours)
- Honors research in an approved EOB faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis
- Additional Biology electives for total of 36 hours (8-14 hours)
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs (Geology/Geophysics, Anthropology, Meteorology, or Geography) elsewhere on campus (0-6 hours)

EOB emphasis electives (ca. 9-11 hours)

Students take one class in each of three subject areas: Ecology/Environmental Biology, Evolution/Diversity, and Field/Lab Immersion. Cross-listed offerings can only count for one category.

Ecology/Environmental Biology

Biol 2400 (3) Principles of Wildlife Ecology

Biol 3430 (3) Behavioral Ecology

Biol 3460 (3) Global Environmental Issues

Biol 5420 (3) Advanced Ecology

Biol 5440 (3) Urban Ecology

Biol 5460 (3) Plant Ecology

Biol 5470 (3) Stable Isotopes Ecology

Biol 5490 (3) Ecosystem Ecology
Biol 5495 (4, L1) Biophysical Ecology
Biol 5960 (3) Wildlife Ecology

Diversity and Evolution

Biol 3370 (3) Microbial Biology
Biol 3420 (3) Evolutionary Biology
Biol 3430 (3) Behavioral Ecology (cross-listed w. ecology/environment)
Biol 5221 (4) Human Evolutionary Genetics
Biol 5275 (4, L1) Microbial Diversity
Biol 5320 (2) Biology of Aggression
Biol 5370 (3) Mammology
Biol 5385 (4, L2) Ornithology
Biol 5410 (3) Molecular Evolution and Population Genetics
Biol 5435 (4, L1) Plant Systematics
Biol 5445 (4, L1) Entomology
Biol 5510 (3) Evolutionary Developmental Biology

Field/Lab Immersion (Field-based and/or stand-alone lab courses)

Biol 2355 (2, L1) Field Botany
Biol 3125 (3, L2) Molecular Evolution Lab
Biol 3325 (3, L2) Comparative Physiology Lab
Biol 5395 (2, L2) Advanced Field Ornithology
Biol 5415 (3, L2) Ecology Lab
Biol 5465 (2, L2) Plant Ecology Lab
Biol 5475 (3, L2) Stable Isotope Ecology Lab

Note on Premed students. Premeds will be able to take the EOB emphasis if they wish and still complete their premed requirements without exceeding the 72 science hours. Human Physiology and Human Anatomy would all count as biology electives and total 8 hours (only 6 hours of 2000-level classes can count toward the 36 hours of Biology), within the allotted elective limit. Additional Organic Chemistry hours would count as science electives.

Section I: Action

The University of Utah Department of Special Education is requesting transcript designations (Special Education – Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education, Visual Impairments, Hearing Impairments) that will recognize completion of courses of study in its existing teacher certification tracks. The teacher certification tracks have been in place for over 15 years, and were instituted to align with the teacher certification areas approved by the Utah State Office of Education.

Each of these emphasis areas will provide teacher candidates with (1) a set of core knowledge and skills related to teaching students with disabilities, and (2) an *additional* set of knowledge and skills specifically focused on teaching a *particular* population of students with disabilities (e.g., those with visual or hearing impairments). Establishing these emphasis areas will not affect the number of credit hours needed for students to complete their programs. Students who successfully complete both the core coursework and the coursework and practicum requirements for an emphasis area will be recommended to the Utah State Office of Education for licensure in their particular certification area (e.g., severe disabilities, mild/moderate disabilities). Each of these emphasis areas are widely recognized both within Utah and nationally as specialties in teacher education.

Section II: Need

As mentioned above, each of these emphasis areas is recognized as a teacher certification area by the Utah State Office of Education, and they are more broadly recognized nationally as specialties in teacher education. Recognizing these emphasis areas on student transcripts will facilitate students' ability to apply for teaching jobs and additional graduate study in these areas, both locally and nationally.

Section III: Institutional Impact

Recognizing these emphasis areas will have no impact on other departments, and advising is being handled adequately by existing Department of Special Education staff. No new facilities or equipment are required.

Section IV: Finances

There will be no financial impact on the Department or the University.

**BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING LICENSE IN MILD/MODERATE DISABILITIES**

1. Pre-Major in Special Education (35 credit hours)

Sem	Grade	Course	Credits
		EDU 1010 Introduction to Teaching	3
		SPED 3010 Human Exceptionality	3
		SPED 3020 Special Education Globalization and International Perspectives (IR)	3
		SPED 5053 Professional Skills	1
		Choose One: (Behl/Soc. Science Req) ETHNC 2580 Asian Pacific Am Exp ETHNC 3365 Ethnic Minorities Amer ECS 3150 Multicultural Education	3
		LING 3200 Linguistics in Education (Hum Req)	3
		FCS 3180 Family, School and Community Relations	3
		FA 3015 Integrated Curriculum (FA)	3
		EDPS 3030 Research and Inquiry	3
		MATH 4010 Math for Elementary Teachers 1 (QI)	4
		ED PS 3140 Using Technology in Diverse Classrooms	3
		ELP 2410 – Education Law for Classroom Teachers	3

2. Major in Special Education-Mild/Moderate Disabilities (62 credit hours)

Teacher Education Core (31 credit hours)

Sem	Grade	Course	Credits
		SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms	
		SPED 5021 Principles of Assessment and Data Based Decision Making	
		SPED 5022 Principles of Instruction and Behavior Support	
		SPED 5030 Functional Communication	
		SPED 5040 Legal and Policy Issues	
		EDU 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)	
		EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315	
		ED PS 5320 Reading Methods 4-6	
		EDU 5321 Reading Methods 4-6 Field Experience. Taken concurrently with ED PS 5320	
		ED PS 5005 Writing Methods	
		ED PS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.	
		MATH 4020 Math for Elementary Teachers 2 (QI)	

3. Specialization in Mild/Moderate Disabilities (31 credits)

Sem	Grade	Course	Credits
		SP ED 5121 Assessment of Students with Mild/Moderate Disabilities	3
		SP ED 5131 Assessment Lab. Taken Concurrently with SP ED 5121	1
		SP ED 5110 Behavioral Support Strategies	3
		SP ED 5122 Reading Instruction for Students with Mild/Moderate Disabilities	3
		SP ED 5140 Writing Instruction for Students with Mild/Moderate Disabilities	2
		SP ED 5141 Math Instruction for Students with Mild/Moderate Disabilities	2
		SP ED 5132 Field Experience & Seminar. Placement is selected/approved by the clinical faculty and program coordinator. A seminar is part of the field experience. -Taken concurrently with SP ED 5110, 5122, 5140, 5141	5

		SP ED 5200 Student Teaching & Seminar. Placement is selected/approved by the clinical faculty and program coordinator. A seminar is part of the student teaching.	10
		SP ED 5150 Service Delivery Models -Taken concurrently with Student Teaching.	2

BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING LICENSE IN SEVERE DISABILITIES

1. Pre-Major in Special Education (35 credit hours)

Sem	Grade	Course	Credits
		EDU 1010 Introduction to Teaching	3
		SPED 3010 Human Exceptionality (Diversity Requirement)	3
		SPED 3020 Special Education Globalization and International Perspectives (IR)	3
		SPED 5053 Professional Skills	1
		Choose One: (3 credit hours - Behavioral/Social Science Requirement) ETHNC 2580 Asian Pacific Am Exp ETHNC 3365 Ethnic Minorities Amer	3
		ECS 3150 Multicultural Education	3
		LING 3200 Linguistics in Education (Humanities Requirement)	3
		FCS 3180 Family, School, and Community Relations	3
		FA 3015 Integrated Curriculum 1 (FA)	3
		EDPS 3030 Research and Inquiry	3
		MATH 4010 Math for Elementary Teachers 1 (QI)	4
		ED PS 3140 Using Technology in Diverse Classrooms	3

2. Major in Special Education – Severe Disabilities (63 credit hours)

Teacher Education Core (31 credit hours)

Sem	Grade	Course	Credits
		SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms	3
		SPED 5021 Principles of Assessment and Data Based Decision Making	3
		SPED 5022 Principles of Instruction and Behavior Support	3
		SPED 5030 Functional Communication	3
		SPED 5040 Legal and Policy Issues	3
		ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)	3
		EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315	1
		ED PS 5320 Reading Methods 4-6	3
		EDU 5321 Reading Methods 4-6 Field Experience. Taken concurrently with EDPS 5320	1
		ED PS 5005 Writing Methods	3
		EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.	1
		MATH 4020 Math for Elementary Teachers 2 (QI)	4

Specialization in Severe Disabilities (32 credit hours)

Sem	Grade	Course	Credits
		SPED 5210 Service Delivery Models	2
		SPED 5221 Curriculum and Instruction for Students with Severe Disabilities I	3
		SPED 5222 Curriculum and Instruction for Students with Severe Disabilities II	3
		SPED 5230 Behavior Support Planning	3

		SPED 5250 Managing Learning Environments	1
		SPED 5260 Transdisciplinary Approaches	3
		SPED 5240 Field Experience. Taken concurrently with SPED 5221 and 5230.	7
		SPED 5300 Student Teaching, Taken concurrently with SPED 5222 and 5260.	10

BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING LICENSE IN EARLY CHILDHOOD

1. Pre-Major in Special Education (34 credit hours)

Sem	Grade	Course	Credits
		EDU 1010 Introduction to Teaching	3
		SPED 3010 Human Exceptionality (DV)	3
		SPED 3020 Special Education Globalization and International Perspectives (IRR)	3
		SPED 5053 Professional Skills	1
		FCS 3290 Ethnic Minority Families (Behavioral/Social Science Requirement)	3
		ECS 3150 Multicultural Education	3
		LING 3200 Linguistics in Education (Humanities Requirement)	3
		FCS 3180 Family, School, and Community Relations	3
		FA 3015 Integrated Curriculum 1 (FA)	3
		EDPS 3030 Research and Inquiry	3
		ED PS 3140 Using Technology in Diverse Classrooms or SPED 6612 Electronic Communication Aids or SPED 6613 AAC Instructional Strategies	3
		ELP 241 0 Education Law and Policy for Classroom Teachers in Inclusive Classrooms	3

2. Early Childhood Special Education (60.5 credit hours)

Teacher Education Core (29 credit hours)

Sem	Grade	Course	Credits
		SPED 5011 Teaching Early Childhood and Elementary Students	3
		SPED 5021 Principles of Assessment and Data Based Decision Making	3
		SPED 5022 Principles of Instruction and Behavior Support	3
		SPED 5030 Functional Communication	3
		SPED 5040 Legal and Policy Issues	3
		ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)	3
		EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315	1
		ED PS 5005 Writing Methods	2
		EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.	1
		SPED 5380 Developmental Constructs: Birth to Five Years	2
		SPED 5381 Medical and Health Issues in Early Intervention	2
		LING 5811 Instruction for English Language Learners	3

Specialization in Early Childhood (31.5 credit hours)

Sem	Grade	Course	Credits
		SPED 5310 Curriculum and Programming for Preschool Children with Developmental Delays	3
		SPED 5320 Communication, Social and Play Development and Intervention	3
		SPED 5330 Field Studies: Early Childhood	7

		SPED 5340 Individualizing for Diverse Learning Needs	3
		SPED 5350 Collaborative Early Intervention for Infants and Toddlers	3
		SPED 5360 Supporting Young Children with Developmental Delays in Natural Environments	3
		SPED 5370 Seminar: Early Childhood	1.5
		SPED 5390 Student Teaching: Early Intervention	4
		SPED 5400 Student Teaching: Preschool	4

BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING ENDORSEMENT IN VISUAL IMPAIRMENT

1. Pre-Major in Special Education (35 credit hours)

Sem	Grade	Course	Credits
		EDU 1010 Introduction to Teaching	3
		SPED 3010 Human Exceptionality (DV)	3
		SPED 3020 Special Education Globalization and International Perspectives (IR)	3
		SPED 5053 Professional Skills	1
		Choose One: (Behavioral/Social Science Req)	3
		ETHNC 2580 Asian Pacific Am Exp	
		ETHNC 3365 Ethnic Minorities Amer	
		ECS 3150 Multicultural Education	3
		LING 3200 Linguistics in Education (Humanities Requirement)	3
		FCS 3180 Family, School, and Community Relations	3
		FA 3015 Integrated Curriculum 1 (FA)	3
		EDPS 3030 Research and Inquiry	3
		MATH 4010 Math for Elementary Teachers 1 (QI)	4
		ED PS 3140 Using Technology in Diverse Classrooms	3

2. Major in Special Education – Visual Impairment (66 credit hours)

Teacher Education Core (33 credit hours)

Sem	Grade	Course	Credits
		SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms	3
		OR	
		SPED 5012 Teaching Secondary Students in Inclusive Classrooms	
		SPED 5021 Principles of Assessment and Data Based Decision Making	3
		SPED 5022 Principles of Instruction and Behavior Support	3
		SPED 5030 Functional Communication	3
		SPED 5040 Legal and Policy Issues	3
		ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)	3
		and	
		EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315	1
		ED PS 5005 Writing Methods	3
		and	
		EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.	1
		MATH 4020 Math for Elementary Teachers 2 (QI)	4
		SPED 5221 Curriculum and Instruction for Students with Severe Disabilities I and	3

		SPED 5950 Field Experience: Students with Severe Disabilities. Taken concurrently with SPED 5221.	3
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Specialization in Visual Impairments (33 credit hours)

Sem	Grade	Course	Credits
		SPED 5420 Social and Psychological Implications of Visual Impairment	2
		SPED 5430 Ocular Disorders & Examination Techniques/Low Vision	4
		SPED 5441 Literary Braille Codes and Technology	4
		SPED 5443 Field Studies in Visual Impairments I	0.5
		SPED 5442 Nemeth Braille Codes and Technology	3
		SPED 5450 Teaching Children who are Deafblind	3
		SPED 5460 Introduction to Orientation and Mobility	2
		SPED 5470 Instructional Management for Children with Visual Impairments	4
		SPED 5444 Field Studies in Visual Impairments II	0.5
		SPED 5500 Student Teaching Students with Visual Impairments (5-21)	10

**BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING ENDORSEMENT IN HEARING IMPAIRMENTS**

1. Pre-Major in Special Education (36 credit hours)

Sem	Grade	Course	Credits
		EDU 1010 Introduction to Teaching	3
		SPED 3010 Human Exceptionality (Diversity Requirement)	3
		SPED 3020 Special Education Globalization and International Perspectives (International Relations Requirement)	3
		SPED 5053 Professional Skills	1
		Choose One: (Behavioral/Social Science Requirement) ETHNC 2580 Asian Pacific Am Exp ETHNC 3365 Ethnic Minorities Amer	3
		ECS 3150 Multicultural Education	3
		LING 3200 Linguistics in Education (Humanities Requirement)	3
		ASL 1010 Beginning American Sign Language	4
		FA 3015 Integrated Curriculum 1 (Fine Arts Requirement)	3
		EDPS 3030 Research and Inquiry	3
		MATH 4010 Math for Elementary Teachers 1 (QI Requirement)	4
		ED PS 3140 Using Technology in Diverse Classrooms	3

2. Major in Special Education – Hearing Impairments (70 credit hours)

Teacher Education Core (31) credit hours

Sem	Grade	Course	Credits
		SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms	3
		SPED 5021 Principles of Assessment and Data Based Decision Making	3
		SPED 5022 Principles of Instruction and Behavior Support	3
		SPED 5030 Functional Communication	3
		SPED 5040 Legal and Policy Issues	3
		ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)	3
		EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315	1
		EDPS 5005 Writing Methods	3
		EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.	1
		MATH 4020 Math for Elementary Teachers 2 (QI Requirement)	4
		ASL 1020 Beginning American Sign Language II	4

Specialization in Hearing Impairments (39 credit hours)

Sem	Grade	Course	Credits
		SPED 5510 Orientation to Education of Students Who Are Deaf and Hard of Hearing	2
		SPED 5520 Audiology for Teachers of the Hearing Impaired	3
		SPED 5521 Speech Acoustics for Teachers of Children Who Are Deaf and Hard of Hearing	3
		SPED 3508 Grammar Workshop	1
		ASL 2010 Intermediate American Sign Language I	4
		SPED 5530 Teaching Speech and Auditory Skills to Children with Hearing Impairments	4
		SPED 5540 Teaching Language to Students with Hearing Impairments	4
		SPED 5550 Instructional Use of Signed Communication	4
		SPED 5560 Effective Practices: Programming and Instruction	4
		SPED 5600 Student Teaching : Students with Hearing Impairment	10

Section I: Action

The University of Utah Department of Anthropology is requesting a transcript designation ("Anthropology with health emphasis") that will recognize completion of a course of study in its existing health emphasis track. The track was initiated in 2008 with the approval of the College of Social and Behavioral Science in order to provide an appropriate curriculum for students preparing to enter medical and other health-related professional schools. The program educates students about (a) the interactions between biological, environmental and social factors influencing health and illness, (b) human adaptation and maladaptation from an evolutionary perspective, and (c) how systems of medical knowledge and health care vary across cultures.

The program includes courses in two sub-fields of Anthropology: (1) Human Biology, which focuses on human biological diversity and adaptation, and (2) Medical Anthropology, which emphasizes the cultural context of health and disease. Both fields have a recognized knowledge base, and each has its own professional organization and journals. For more information about the Human Biology Association and the American Journal of Human Biology, see <http://www.humbio.org>. For more information about the Society for Medical Anthropology, see <http://www.medanthro.net>.

Both Human Biology and Medical Anthropology provide relevant background and training for medical professionals, but the department feels that the best preparation combines the biological and the cultural, and the track includes courses in both. The broader designation "health emphasis" was suggested by the University pre-professional advising office because there is precedent for that terminology and because it would be widely understood.

There are two components to the curriculum: (a) Anthropology courses with health content and (b) allied courses that satisfy prerequisites for Medical and other health-related professional schools. The Anthropology courses include a required course in Medical Anthropology, plus a choice of Maternal and Child Health, Evolution of Human Health, or Human Biology, plus three electives from a broader list of medically-relevant courses. The allied courses required to meet professional school entrance requirements are also specified in the program materials, together with additional recommended courses suggested by Anthropology alumni. The course of study is attached.

The number of Anthropology credit hours in the new program is identical to that of the regular program (33-34), but the total number of credit hours is normally larger because of the additional pre-professional requirements in biology and other disciplines.

Section II: Need

Medical schools are looking for applicants from a diversity of majors. Anthropology has always been a suitable major, but because it is a very broad field in comparison to most other pre-med majors, students benefit from the more focused curriculum and guidance the health emphasis track provides. For the same reason, the transcript designation will be helpful to both students and professional schools in conveying information about that specialized preparation. Students in the track are eager to have their preparation recognized in this way. Response to the health emphasis track has been enthusiastic, with 70 students enrolled since its inception in 2008.

Section III: Institutional Impact

The track should have negligible impact on other departments, and advising is being handled adequately by existing Anthropology staff. No new facilities or equipment are required.

Section IV: Finances

There will be no financial impact on the department or university.

Anthropology Health Emphasis Core Requirements

Updated 9/22/09

All courses must be completed with a "C" grade or better and one must have a minimum overall GPA of 3.0

Introductory Anthropology: 3 courses (9 hrs)

1010 Culture & the human experience

PLUS any two of:

1020 Human origins: evolution and diversity

1030 World prehistory: An introduction

1050 The evolution of human nature

ANTH 3001: 1 course (1 hr)

Study Resources in Anthropology

Statistics: 1 course (3-4 hrs)

Medical Anthropology: 2 courses (6 hrs):

4193 Medical Anthropology

PLUS at least one of:

4133 Maternal and Child Health

4252 Human Biology

4291 Evolution of Human Health

Geographical area courses: 2 courses

(6 hrs):

Any two of Anthropology 3111-3961.

Independent research:

4990 Independent research, health emphasis track, or equivalent

Electives: 3 courses (9 hrs) (in addition to above):

3211 Biology of Native Americans

4130 The Anthropology of Food

4133 Maternal and Child Health

4138 Anthropology of Violence and Non-Violence

4183 Sex and Gender: Biosocial Perspectives

4192 Culture, Health, and Healing

4231 Social Consequences of Human Biol. Div.

4242 Anthropology of Clinical Health Care

4252 Human Biology

4271 Human Osteology

4272 Forensic Anthropology

4291 Evolution of Human Health

4334 Population Issues in Anthropology

4372 Zooarchaeology

Electives (continued)

4461 Behavioral Ecology and Anthropology

4481 Evolutionary Psychology

5221 Human Evolutionary Genetics (4 hrs)

In addition to the courses listed above, health emphasis students must complete the admission requirements for medical school or another professional health-related graduate program. These requirements are listed in the full Health Emphasis Brochure.

Southern Utah University
R401 - 10.3.1 Abbreviated General Template
Proposal to Add an Emphasis to BIS in Agriculture

Section I: Request

Southern Utah University (SUU) requests approval to add an emphasis in Range Management to the existing Agricultural Science and Industry Bachelors of Interdisciplinary Studies in Agriculture effective Fall, 2011. This action was approved by the SUU Board of Trustees at its February 4, 2011 meeting.

Section II: Need

Federal agencies recently standardized the requirements for hiring across the nation and as a result, students who were qualifying for positions in the natural resource/range area with a degree from SUU, are no longer meeting the requirements.

To qualify for jobs with the federal government in natural resource/range, students must take 18 credits of course work in Range Management. Although SUU offers several of the required courses, the current program is a few credits short of the 18 credits. To meet federal hiring requirements, students have been taking online courses through Oregon State University and the University of Idaho. They have reluctantly done this in order to stay and finish their degree at SUU (Agriculture Advisory Committee Board Minutes, Aug 29, 2009). Although this has worked, it is expensive for the students.

In addition, there is a concern in the industry about the lack of field components in many curricula (Leininger, W. Feb 2005, *Rangelands*) and online courses do not provide the hands-on experience the students would receive if the courses were taught at SUU.

The proposed courses/degree emphasis would be offered as a new emphasis area housed in the BIS degree in Agriculture. This new emphasis in Range Management will be critical and valuable to the many students who come to SUU pursuing coursework in this area.

One of the federal employees serving on the Agriculture Advisory Committee also stated that within the next five years government agencies will experience a major staff turnover. A significant percentage of federal employees are approaching retirement age and the result of their departure there will be a great void needing to be filled. Compounding this situation is the realization that some regional institutions have cut down or even eliminated their natural resource/range management programs, reducing the number of qualified graduates who can fill such positions (Agriculture Advisory Committee Meeting, March 21, 2007). This proposed program will help address these needs.

Section III: Institutional Impact

The new program will be affiliated with the Department of Agriculture and Nutrition (AGNS) and the BIS in Agriculture Science and Industry. One faculty position will be needed to support course work in the emphasis. However, the position will be filled through an upcoming vacancy created by a retirement. No new physical facilities or modification to existing facilities will be required as the position will be housed in AGNS and there is an office available in that office suite. To fill this faculty member's load, s/he will teach some biology courses.

Section IV: Finances

What costs are anticipated from this change?

No new costs are anticipated. The faculty line for this position is already in the existing budget.

If new funds are required, describe in detail expected source of funds.

NA

Describe any budgetary impact on other programs or units within the institution.

This position will decrease overload/adjunct requirements in the Department of Biology.

Appendix A

Plan of Study

DEGREE REQUIREMENTS		Improvement	
Agricultural Science and Industry Bachelor of Interdisciplinary Studies		AGSC 3500 Applied Reproduction in Livestock & Horses	3
Course Number and Title	Credits	AGSC 3510 Reproduction Lab	1
General Education Core (see Chapter 14)		BIOL 3060 Genetics	3
Core Course Requirements	17-18	BIOL 3065 Genetics Lab	1
Knowledge Areas Requirements (must take AGSC 1100 Principles of Animal Science)	16	3000 – LEVEL * Two courses Animal Management (AGSC Prefix)	6
University Requirements		Plant Science and Industries Courses (18 hours)	
Experiential Education	3 Hours	AGSC 3030 Forage Crops	3
UNIV 1010 Introduction to Experiential Education	1	AGSC 3040 Forages Lab	1
UNIV 3920 EER Proposal	1	AGSC 3230 Pests & Pest Management	3
UNIV 4920 Synthesis and Reflection	1	AGSC 3240 Pest Mgt. Lab	1
Agriculture Core (29 hours)		AGSC 3700 Principles of Irrigated Soils	3
AGSC 1010 Agriculture & Society	3	AGSC 3710 Irrigated Soils Lab	1
AGSC 1110 Crop Production	3	AGSC 3000 LEVEL *Two courses Plant Science	6
AGSC 1120 Crop Production Lab	1	NEW Natural Resource Courses (18 hours)	
AGSC 1990 Agriculture Leadership	1	AGSC 3100 Beef Management or AGSC 3250 Sheep and Wool Management	3
AGSC 3020 Agribusiness Management	3	RANG 3600 Range Management	3
AGSC 3400 Feeding & Nutrition of Horses & Livestock	3	RANG 3610 Range Management Lab	1
AGSC 3410 Feeding & Nutrition Lab	1	RANG 3800 Wildland Plant Identification	3
AGSC 3560 Soils	3	RANG 3805 Wildland Plant ID Lab	1
AGSC 3570 Soils Lab	1	RANG 4200 Wildland Ecology	3
AGSC 4990 Agriculture Seminar	1	RANG 4400 Wildland Restoration	3
ECON 2010 Principles of Microeconomics	3	RANG 4405 Wildland Restoration Lab	1
ACCT 2010 Financial Accounting	3	*Up to 3 credit hours of AGSC 3600 Directed Studies or AGSC/RANG 4850 Undergraduate Research, may be substituted.	
One of the following: ENGL 2040 Professional Business Writing (3) COMM 4240 Technical Report Writing (3)	3	General Agriculture Courses (17 hours)	
Select one of the following sets of courses:		In addition to the core, students will select a minimum of 17 semester credits to meet a specific interest or career goal. That goal may not be satisfied by emphasis areas above. Examples might include agriculture journalism, natural resources, GIS/GPS, international agriculture. The program must be approved by an advisor, department chair, and the dean.	
Agribusiness Courses (18 hours)		Other Electives	
ACCT 2020 Managerial Accounting	3	Free Electives	36-38
ACCT 3350 Business Law I	3	Total Credits, B.I.S. degree	
MKTG 3010 Marketing Principles	3		120
MGMT 3180 Management Organization	3		
3000 - LEVEL *Two Courses Plant or Animal Mgt (AGSC Prefix)	6		
Animal Science and Industries Courses (17 hours)			
AGSC 3150 Genetics of Livestock & Horse	3		

Appendix B

Wildland Plants Identification

RANG 3800

Spring 2012

Instructor: Dean Winward
Email: winward@suu.edu
Prerequisite: Instructor permission
Co-requisite: RANG 3805

Office: GC 203D
Office hours: MWF 11-12am
Credit hours: 3

Office phone: 586-7887
Lecture: 1:00 – 2:20 TR, Room TBA
GE Knowledge area: Not applicable

Text and Lab manual: Stubbendieck, J., S.L. Hatch and L. M. Landholt. 2003. North American Wildland Plants. University of Nebraska Press. 6th ed. (ISBN 978-0-8032-9306-9)

Course description:

Autecology, identification, value and uses of woody, forb, grass, and grass-like species found in major plant communities of the west and central U.S. Emphasis will be on native and important introduced species.

Course objectives:

1. Students will understand the autecology characteristics and distribution of different ecosystems.
2. Students will be able to determine the dominant plant species that can be found in major ecosystem types.
3. Students will understand the ecological significance of different species for land management and conservation.
4. Students will be able to analyze the response of plants to different types of management practices and disturbance.
5. Students will be able to understand the evolutionary and ecological forces acting on species within an ecosystem.
6. Students will be able to formulate a basis upon which to build responsible land management decisions.

Course outline:

Students will learn key plants, their uses and values for each of the ecosystems listed below. Discussion of impacts of climate, soil, fire, herbivory, disturbance, topography and elevation will also be included.

Tall grass prairie	Sagebrush grassland
Short grass prairie	Chaparral
Palouse prairie	Pinyon- Juniper
Pacific annual grass	Mountain brush
Desert grassland	Ponderosa pine
Southern desert shrub	Aspen-Spruce/Fir
Salt desert shrub	Alpine and subalpine
Other (riparian, poisonous, introduced/revegetation)	

Grading:

75% 3 tests - tentative dates: (1) Feb. 22; (2) Mar. 24; (Final) May 4, 3pm

- Tests will be a combination of true-false, multiple choice, matching, fill in the blank, short essay and math problems.
- Students are expected to notify the instructor of planned absences on exam days. If prior arrangements are not made, missed exams due to absence will receive a zero. In case of an emergency, the instructor should be notified as soon as reasonably possible. Make-up exam arrangements will be made at the discretion of the instructor. If an exam is missed for any reason, you must contact me *in my office* before the exam is graded and handed back to the class.

25% Other: quizzes, homework assignments and participation

Grades will be calculated as follows:

$$\begin{array}{l} \text{Your test score(s)/total points possible} \times 75\% = \text{test points} \\ + \\ \text{Other score(s)/total points possible} \times 25\% = \text{other points} \\ \hline \text{Total score (from 0 - 100)} \end{array}$$

Generally the breakdown is:

100 - 90	= A
89 - 80	= B
79 - 70	= C (+ and - will be given where natural breaks occur)
69 - 60	= D
< 60	= F

Course policies and notes:

- Regular attendance at all class meetings is expected.
- Class discussion and participation is encouraged.
- Disruptive activities will not be tolerated (talking out of turn, cell phone usage, open lap-tops being used for non-class activities etc.)
- Please be on time.
- Students are responsible for all material discussed in class, whether in attendance or not. It is your responsibility to obtain notes from missed classes from someone other than the instructor.
- Tests will not be returned after they are reviewed. This is to insure everyone is given the same access to information before the test.
- Assignments will be due on the days and times indicated. Late papers may be penalized by up to 50% each day an assignment is late. There will be no extra credit assignments.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA STATEMENT: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

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Disclaimer statement Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Wildland Plant ID Lab RANG 3805 Spring 2012

Instructor: Dean Winward
Email: winward@suu.edu
Prerequisite: Instructor approval
Co-requisite: RANG 3800

Office: GC 203D
Office hours: MWF 11-12am
Credit hours: 1

Office phone: 586-7887
Lab: 2:30-5:30 Thurs., Room TBA
GE Knowledge area: Not applicable

Text and Lab manual: Stubbendieck, J., S.L. Hatch and L. M. Landholt. 2003. North American Wildland Plants. University of Nebraska Press. 6th ed. (ISBN 978-0-8032-9306-9)

Course description:

Plant identification of wildland ecosystems based on sight recognition of morphological characteristics, with limited use of plant keys. Field trips will supplement the lab.

Course objectives:

7. Students will be able to identify important plant species of rangeland ecosystems of the west and central U.S.
8. Students will be able to identify those important plant species by sight recognition based on morphological characteristics.
9. Students will become familiar with the plants common and scientific name, ecological requirement, disturbance responses, and forage value and be able to communicate this knowledge to others in appropriate ways.
10. Students will know the species that dominate major ecosystem types.
11. Students will become familiar with several of these ecosystems through field trip work.
12. Students will learn about individual components of ecosystems which are necessary to make wise and responsible wildland

management decisions.

Course outline:

Labs will follow the same sequence of plant communities as is covered in class. Students will learn key plants, their uses and values from each of the ecosystems listed below.

Tall grass prairie	Sagebrush grassland
Short grass prairie	Chaparral
Palouse prairie	Pinyon- Juniper
Pacific annual grass	Mountain brush
Desert grassland	Ponderosa pine
Southern desert shrub	Aspen-Spruce/Fir
Salt desert shrub	Alpine and subalpine
Other (riparian, poisonous, introduced/revegetation)	

Grading:

Approximately 150 plant species will be covered during the semester. Herbarium specimens will be used for species identification during regular lab periods. Each set of species will be introduced during Thursday labs. Plant specimens will be available in a cabinet in the lab room for you to study outside of lab at your leisure (whenever there is not a class in the room). You will be tested at the beginning of lab on the previous week's specimens. Scores will be determined as follows:

Family (tribe for grasses)	2 points
Genus	2 points
Species	2 points
Annual or perennial	1 points
Native or introduced	1 points
Cool season or Warm season	1 points
Community	1 points
Total	10 points/plant

Points are deducted for misspellings; one point is deducted for each incorrect spelling of the family (or tribe), genus, and species. Therefore, you can lose up to 3 points per plant for misspellings. Field trips will be graded based on attendance. Your final score will be calculated by dividing the total points scored by total possible (times 100); your grade will then be determined using the following breakdown (pluses and minuses will be determined from natural breaks between the scores).

A = 90-100; B=80-89; C = 70-79; D = 60-69; F=below 60

Course policies and notes:

- You are responsible for supplying your own magnifying lens for viewing plant features in labs and on field trips.
- Field trips will be used for studying live plants in their natural environments.
- Regular attendance at all labs meetings is expected.
- Class discussion and participation is encouraged.
- Disruptive activities will not be tolerated (talking out of turn, cell phone usage, open lap- tops being used for non-class activities etc.)
- Please be on time.
- Students are responsible for all material discussed in lab, whether in attendance or not. It is your responsibility to obtain notes from missed labs from someone other than the instructor.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

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Wildland Ecology
RANG 4200 (lecture)
Fall 2011

Instructor: Dean Winward
Email: winward@suu.edu
Prerequisite: Instructor approval
Co-requisite: RANG 4205

Office: GC 203D
Office hours: MWF 11-12am
Credit hours: 3

Office phone: 586-7887
Lecture: 9:00-10:00 MWF, Room TBA
GE Knowledge area: Not applicable

Text: Holechek, J.L., R.D. Pieper, and C.H. Herbel. 2004. Range management principles and practices. 5th Ed. Prentice Hall, Englewood Cliffs, New Jersey. (ISBN 13:978-0-13-501416-5)

Journal articles: Journal articles will be assigned to support the lectures. Students will provide an article to support discussion of specific wildland types and to support their current issues presentations

Course description:

A comprehensive course covering the ecology of western wildlands. It will encompass the major life zones and ecosystems as well as cover range plant morphology and physiology. Other topics will include inventories and monitoring as well as stocking rates and grazing systems. Students will participate in discussions involving current issues in Wildland Ecology.

Course objectives:

1. Knowledge of western U.S. wildland plant community types;
2. Knowledge and basic understanding of wildland plant (especially grass) morphology, physiology, and the interaction of grazing, fire, and drought;
3. Focus on rangeland types in the West and understand their response to various management practices and changing climate;
4. Read and discuss current range-related articles.

Tentative course outline:

	Topic	Chapter
Week 1	Introduction and course overview	1, 3
Week 2	Examples of N.A. rangelands - Palouse prairie, California annual grasslands, Chaparral, Nebraska sand hills	4
Week 3	Examples of N.A. rangelands – con't. Tall grass prairie, Hot desert grasslands, Arctic tundra, Short grass prairie, Oak savannahs, Sagebrush and salt desert shrub	4
Week 4	Range plant morphology – life forms and grass morphology	5
Week 5	Range plant morphology/physiology – defoliation and grazing resistance	5
Week 6	Range plant physiology – carbohydrate reserves and photosynthetic pathways	6
Week 7	Ecology– state/transition models	7
Week 8	MID-TERM EXAM	
Week 9	Range inventory and monitoring	7
Week 10	Stocking Rates	8
Week 11	Grazing Systems	9
Week 12	Grazing Systems	9
Week 13	Discussions	
Week 14	Discussions	
Week 15	Discussions and review	

Grading:

60% 2 tests - tentative dates: (1) Mar. 9; (Final) May 4, 9am

- Tests will be a combination of true-false, multiple choice, matching, fill in the blank, short essay and math problems.

- Students are expected to notify the instructor of planned absences on exam days. If prior arrangements are not made, missed exams due to absence will receive a zero. In case of an emergency, the instructor should be notified as soon as reasonably possible. Make-up exam arrangements will be made at the discretion of the instructor. If an exam is missed for any reason, you must contact me *in my office* before the exam is graded and handed back to the class.

40% Other: Discussion presentation, quizzes, homework assignments and participation

Grades will be calculated as follows:

$$\begin{array}{rcl} \text{Your test score(s)/total points possible} * 60\% & = & \text{test points} \\ & + & \\ \text{Other score(s)/total points possible} * 40\% & = & \text{other points} \\ \hline & & \text{Total score (from 0 - 100)} \end{array}$$

Generally the breakdown is:

100 - 90	=	A	
89 - 80	=	B	
79 - 70	=	C	(+ and - will be given where natural breaks occur)
69 - 60	=	D	
< 60	=	F	

Course policies and notes:

- Regular attendance at all class meetings is expected.
- Class discussion and participation is encouraged.
- Disruptive activities will not be tolerated (talking out of turn, cell phone usage, open laptops being used for non-class activities etc.)
- Please be on time.
- Students are responsible for all material discussed in class, whether in attendance or not. It is your responsibility to obtain notes from missed classes from someone other than the instructor.
- Tests will not be returned after they are reviewed. This is to insure everyone is given the same access to information before the test.
- Assignments will be due on the days and times indicated. Late papers may be penalized by up to 50% each day an assignment is late. There will be no extra credit assignments.

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Wildland Restoration

RANG 4400 (lecture)

Fall 2011

Instructor: Dean Winward

Email: winward@suu.edu

Prerequisite: Introductory BIOL class or instructor approval

Co-requisite: RANG 4405

Office: GC 203D

Office hours: MWF 11-12am

Credit hours: 3

Office phone: 586-7887

Lecture: 9:00 – 10:00 MWF, Room TBA

GE Knowledge area: Not applicable

Text: No textbook will be used. Journal articles will be assigned to support the lectures.

Course description:

Fundamentals of restoring, reclaiming, improving disturbed landscapes & ecosystems, including assessment of site conditions, restoration goals & feasibility; hydrologic, biotic & soil function.

Course Objectives:

- Students will understand the basic principles and concepts of wildland restoration
- Students will be able to relate restoration ecology to other fields in ecology
- Students will recognize current uncertainties and controversies in wildland restoration
- Students should be able to articulate the processes and activities which lead to rangeland degradation
- Students should be able to determine when improvement is required and to identify ways to change a given rangeland condition or state
- Students will become familiar with wildland restoration literature and journal
- Students will learn the practical aspects of developing an ecological restoration project

Tentative course outline:

- Week 1: Introduction; definition of terms; context and importance of restoration
- Week 2: Project planning; policy/regulations;
- Week 3: Community involvement
- Week 4: Ecology of degradation; climate change
- Week 5: Vegetation dynamics
- Week 6: Vegetation dynamics
- Week 7: River corridors; river and wetland restoration
- Week 8: Different approaches/perspectives to restoration
- Week 9: Different approaches/perspectives to restoration
- Week 10: Restoration of fire-adapted forests
- Week 11: Riparian assessment
- Week 12: Manipulating plant succession; wolves
- Week 13: Sources of funding and labor; monitoring and evaluation
- Week 14: Outreach/education
- Week 15: Review; final project due

Grading:

60% - 3 tests – to include 2 midterms and a final

- Tests will be a combination of true-false, multiple choice, matching, fill in the blank, short essay and math problems.
- Students are expected to notify the instructor of planned absences on exam days. If prior arrangements are not made, missed exams due to absence will receive a zero. In case of an emergency, the instructor should be notified as soon as reasonably possible. Make-up exam arrangements will be made at the discretion of the instructor. If an exam is missed for any reason, you must contact me *in my office* before the exam is graded and handed back to the class.

40% - Other: Restoration project, quizzes, homework assignments and participation

Grades will be calculated as follows:

$$\begin{aligned} &\text{Your test score(s)/total points possible} \times 60\% = \text{test points} \\ &+ \\ &\text{Other score(s)/total points possible} \times 40\% = \text{other points} \\ &\text{Total score (from 0 - 100)} \end{aligned}$$

Generally the breakdown is:

$$\begin{aligned} 100 - 90 &= A \\ 89 - 80 &= B \\ 79 - 70 &= C \quad (+ \text{ and } - \text{ will be given where natural breaks occur}) \\ 69 - 60 &= D \end{aligned}$$

Course policies and notes:

- Regular attendance at all class meetings is expected.
- Class discussion and participation is encouraged.
- Disruptive activities will not be tolerated (talking out of turn, cell phone usage, open laptops being used for non-class activities etc.)
- Please be on time.
- Students are responsible for all material discussed in class, whether in attendance or not. It is your responsibility to obtain notes from missed classes from someone other than the instructor.
- Tests will not be returned after they are reviewed. This is to insure everyone is given the same access to information before the test.
- Assignments will be due on the days and times indicated. Late papers may be penalized by up to 50% each day an assignment is late. There will be no extra credit assignments.

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Wildland Restoration Lab

RANG 4405

Fall 2011

Instructor: Dean Winward

Email: winward@suu.edu

Prerequisite: Introductory BIOL class or instructor approval

Co-requisite: RANG 4400

Office: GC 203D

Office hours: MWF 11-12am

Credit hours: 1

Office phone: 586-7887

Lab: 2:00 – 5:00 M, Room TBA

GE Knowledge area: Not applicable

Lab manual: None; handouts will be provided

Course description:

Fundamentals of restoring and improving disturbed landscapes and ecosystems. Topics include assessment of site conditions; goals and feasibility; using hydrologic, biotic, and soil functions.

Course Objectives:

1. Students will see the application of wildland restoration efforts by on-site visits via field trips.
2. Students will be able to recognize characteristics of rangeland degradation.
3. Students will see first-hand effects of different restoration efforts on the environment.
4. Students will be able to compare and assess management practices and restoration efforts.
5. Students will be able to develop a restoration project.
6. Students will recognize efforts of and steps to responsible land stewardship.

Lab outline:

Labs will generally parallel and follow the same schedule as the class, focusing on the applied aspects of wildland restoration. Many will be spent on fieldtrips, taking advantage of the diverse habitats and restoration projects implemented in this region.

Grading:

50% - will be based on the Restoration Project

50% - Will come from lab attendance, lab reports and quizzes

Generally the breakdown is:

100 - 90	= A
89 - 80	= B
79 - 70	= C (+ and - will be given where natural breaks occur)
69 - 60	= D
< 60	= F

Course policies and notes:

- Regular attendance at all lab meetings is expected.
- Class discussion and participation is encouraged.
- Disruptive activities will not be tolerated (talking out of turn, cell phone usage, open laptops being used for non-class activities etc.)
- Please be on time.
- Please follow safety procedures – wear seat belts on field trips, handle equipment safely, etc.
- Students are responsible for all material covered in lab, whether in attendance or not. It is your responsibility to obtain notes from missed labs from someone other than the instructor.
- Assignments will be due on the days and times indicated. Late papers may be penalized by up to 50% each day an assignment is late. There will be no extra credit assignments.

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RANG 4850
Undergraduate Research in Agriculture: Range

Fall 2011 & Spring 2012

Professor: Dean Winward
Office: GC 203D
Phone: 586-7887
Email: winward@suu.edu
Class web site: See RANG 4850 in eLearning
GE Knowledge Area: Not applicable
Textbook: None

Office Hours: MWF 9-10
TF 11-12
Other times by appointment
Classroom/Time: GC 203D/TBA
Credit Hours: 1-5

Course Description:

Original research arranged by contract with an appropriate faculty supervisor. Students are required to present their results to an audience outside of the department.

Prerequisite: Instructor approval

Course Objectives:

At the completion of this course, the student will be able to:

1. Define the "scientific method" and describe how it operates in range-based research.
2. Construct a testable hypothesis and design appropriate tests and data collection strategies.
3. Collect high-quality, original data by one or several commonly used methods in the field of range.
4. Write a coherent scientific report including context, methods, new data, and a discussion.
5. Make appropriate revisions to report based on faculty feedback.
6. Apply to present research at an appropriate venue.
7. Present the results of the original research to a broad audience either by poster and/or oral presentation.

Your Time, Involvement, and Efforts

It is generally the case that "what you put in, is what you get out." It is expected that you will be engaged in the project at an appropriate level (recall that as a rule-of-thumb one credit hour is equal to 3 hours of class contact). If you enroll in the project for 2 credit hours, then you are committing to spend an average of 6 hours on the project per week. Budget your time accordingly. Failure to budget your time wisely usually leads to less-than-beneficial experiences. Attendance at the weekly meeting with your mentor is mandatory.

You will need a "research notebook" where you will record all your thoughts, plans, and actions related to your research project. The notebook is a vital aspect of scientific research and needs to be treated with the utmost care. If you are prone to losing things, photocopy newly used pages at regular intervals and store them in a safe place. Avoid being sloppy in your note-taking. Take pride in your work.

Regular Progress: The Research Road Map

You may feel uncertain about what to do next. To help you, the mentor will set several tasks to complete. To help you, your faculty mentor will assign several tasks to complete. These tasks will help you progress in your research and will further your understanding of your place and purpose in the project. These tasks include:

Due date:

1. Identifying an appropriate research topic
2. Developing a testable hypothesis
3. Performing background reading and generating a bibliography
4. Developing a research plan and timetable
5. Submitting a proposal for funds (if necessary)
6. Presenting preliminary data at weekly meetings
7. Creating a draft of the poster
8. Finalizing the poster
9. Presenting at approved meeting and/or conference

You will receive a pass/fail grade at the end of the semester based on the criteria outlined below. Note that a final written report will only be required at the end of your project (generally at end of second semester of research); otherwise a mid-term report is required.

<u>Assessment Criteria</u>	<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
1. Time management	3	2	1	0
2. Research notebook	3	2	1	0
3. Weekly meeting	6	4	2	0
4. Creativity, initiative,	6	4	2	0
5. Literature	6	4	2	0
5. Data collection	9	6	3	0
7. Draft poster	9	6	3	0
8. Final poster	12	6	3	0
9. External presentation	9	6	3	0

Progress Report
(Criteria 1-7)

Final Report
(Criteria 1-6 and 8-9)

A	32-42	42-54
B	21-31	29-41
C	10-20	14-28
F	Less than 9 or any unsatisfactory criteria	Less than 13 or any unsatisfactory criteria

Publication of Results:

Good research needs to be published. Your goals should include performing high-quality work and collecting publishable data, even if your project may not be publishable as a stand-alone contribution. If your data are publishable, you may have the opportunity to be a co-author on a professional research paper. This will be discussed when appropriate.

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Note:

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Research Road Map

PRE-RESEARCH PHASE

- develop a testable hypothesis
- background reading and bibliography
- develop a research plan and timetable
- submit a proposal for funds

RESEARCH PHASE

- collect preliminary data
- data collection

EVALUATION PHASE

- work with data; compare with published data
- test hypothesis against all data

Collect additional data

COMMUNICATION PHASE

- draft of final scientific report
- final scientific report
- presentation at conference

- draft of manuscript
- presentation at conference
- submission of manuscript

RANG 4890
Internship – Agriculture: Range
Fall 2011, Spring 2012

Professor: Dean Winward
Office: GC 203D
Phone: 586-7887
Email: winward@suu.edu
Textbook: None

Office Hours: WF 9 -10
WF 11-12
Other times by appointment
Classroom/Time: TBA by the mentor
GE Knowledge Area: Not applicable

Course Description:

Designed to provide on-the-job experience in natural resources/range. Requires 3 hours of work per week per credit hour. The internship site must be pre-approved by an agriculture program faculty member.

Prerequisite: Instructor approval

Learning Outcomes:

1. The student will be able to articulate and apply principles inside and outside the classroom.
2. The student will complete assignments that encourage an in-depth reflection of the internship experience.
3. The student will gain self-understanding, self-confidence, and interpersonal skills.
4. The student will develop work competencies for a specific profession or occupation.
5. The student will explore career options and gain general work experience.

Basic Course Requirements:

1. Complete all paperwork required by the site PRIOR to beginning the internship.
2. Establish five written goals for your internship.
3. Arrange to complete 45 hours of internship for each credit hour enrolled.
4. Keep an internship journal and send a weekly e-mail to the professor summarizing what you learned/did each week.
5. Complete the time sheet with your supervisor and submit it to your professor.
6. Have your internship site supervisor complete the evaluation form.
7. Write a final reflective paper (see below for details).

Contract:

Students must complete the Internship Permission form found at <http://suu.edu/ss/registrar/student-forms.html> and the Agriculture and Nutrition Sciences Internship contract. Before beginning the internship students must be officially registered in the course and have completed the Agriculture and Nutrition Sciences Internship contract.

Grading: (based on percentages)

Assignment	Points
Completed contract.....	10
Time sheet	25
Completed site supervisor evaluation form.....	25
Journal/Reflective paper	100
Transcript letter	25
Exit interview.....	50

Passing = 200 points and above
Failing = 199 points and below

GRADING OF EVALUATIONS:

The Site Supervision Evaluation (worth 25 points) is part of your Internship Performance measure. A satisfactory rating from your site supervisor is required to receive credit for the course. Receiving a satisfactory evaluation is based on adherence to the evaluation guidelines.

JOURNAL/REFLECTION PAPER

Purpose of the Final Reflection Paper

This paper should be a combination journal and reflection paper. The internship journal entries are your ongoing record of specific experiences, and the paper provides an opportunity to reflect on aspect of the internship experience. In this paper you will summarize what you did and what you learned, assess your overall success in achieving your Learning Objectives, and discuss additional insights about the organization, industry, or career field. The goals of the final reflection paper are:

- To provide an opportunity for the student to reflect on and synthesize the internship experience as a whole
- To analyze personal and professional effectiveness
- To formally end the internship experience

The paper **must** include:

- Your observations of the company's strengths and weaknesses.
- Your perceived strengths and weaknesses.
- Your biggest challenge during this internship.
- **A list that includes each Learning Objective** and a discussion concerning the extent to which each objective was met, as well as the tasks you performed to accomplish that objective. If an objective was not accomplished, an explanation should be provided to clarify why and what was accomplished in place of that objective.
- A discussion of the skills that would have been nice to have acquired before beginning this internship (skills that would facilitated the completion assigned tasks).
- A discussion about how you applied classroom knowledge to your internship experience.
- A discussion about how you (or other interns) can utilize the internship experience when re-entering the classroom or workplace.
- A section regarding characteristics that the ideal intern must possess to excel at this internship site.
- An explanation of how the internship solidified or changed your career focus.

If a student is receiving major or minor credit for the internship, it is the **student's responsibility** to discuss additional requirements with the respective department or program chair.

Grading of the Final Reflection Paper

Satisfactory performance on the Final Reflection Paper is based on:

- The demonstration of the ability to synthesize and analyze the experience
- The demonstration of an awareness of one's self as an experiential learner
- Strict adherence to the Final Paper guidelines

Transcript Letter

This is a letter that can be included with a student's transcript when applying for a job that will describe what was learned during the internship. It should outline the specific skills, trainings, experiences, and activities in which you participated during the internship. It should also include the number of hours spend in each activity. This will provide a more detailed account of what was done in the internship so an employer can determine if it applies towards the position requirements. This letter will be emailed to the Internship Coordinator so it can be printed on SUU letterhead and returned to the student to include with their transcript.

Exit Interview with the Internship Coordinator

It will be used to discuss the learning objectives, the employers comments, the value of the experience, etc.

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RANG 4920
Workshop – Agriculture: Range
Fall 2011, Spring 2012

Professor: Dean Winward
Office: GC 203D
Phone: 586-7887
Email: winward@suu.edu
Textbook: None

Office Hours: WF 9-10
WF 11-12
Other times by appointment
Classroom/Time: TBA by the instructor
GE Knowledge Area: Not applicable

Course Description:

Intensive range learning situations outside traditional class or lab. Must be arranged by an agriculture program faculty member and receive approval at the department, as well as the college level.

Prerequisite: Instructor approval

Learning Outcomes:

6. The student will be able to articulate and apply appropriate range management principles inside and outside the classroom.
7. The student will complete assignments that encourage an in-depth reflection of the workshop experience.
8. The student will identify measurable short-term and long-term indicators of improving range/natural resource management.
9. The student will identify measurable indicators of improved range/natural resource management.
10. The student will explore career options and opportunities for continuing education in the field.

Basic Course Requirements:

A. Travel study (Seminar on Wheels)

Students will be required to help plan the trip, be present at pre-trip meetings, participate on the trip and give a report (written or oral) at the conclusion of the trip at an appropriate venue.

B. Other activities

This section will include activities such as seminars, workshops, short courses, in-service training, educational conference and professional meetings. Appropriateness and approval must be determined with an agriculture faculty member prior to the activity.

1. Students will be required to attend a total of 16 hours of meetings for each credit hour received. It is preferred the 16 hours be from 2 or more different activities.
2. Students will turn in a log or agenda and brief summary of the educational activity(s) in which they participated.
3. Students will also turn in a report (4-5 pages with references) of further research on a topic discussed at each program.

Grading: (based on percentages)

Assignment.....	Points
Attendance & participation	5 each
Research paper.....	25
Daily journal.....	25
Reflective paper	100

Passing = 172 points and above
Failing = 171 points and below

Academic Integrity: Academic dishonesty will not be tolerated and will be prosecuted to the fullest extent possible. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding responsibilities and rights, and the intellectual property policy, for information about procedures and what constitutes acceptable on-campus behavior. It is expected that you will complete your **own** work.

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Appendix C

Dean L. Winward
Southern Utah University
Associate Professor of Agriculture &
Agriculture Program Resource Coordinator

Education:

A.A. 1974 Ricks College	Major: Agriculture
B.S. 1979 Utah State University	Major: Soil Science (Agronomy)
M.S. 1982 Utah State University	Major: Soil Science (Agronomy)

Experience:

1967 – present	- family farm and ranch
1979 – 81	-Graduate Research Assistant – USU
1982 - 84	-Research Technician and Assistant Farm Manager; Utah Power & Light
1981 – 90	- Instructor and Assistant Professor of Agriculture (1985) Fort Lewis College, Durango, Colorado
1985 – 90	- Research Associate – San Juan Basin Research Center Colorado State University
1990 – 98	- Assistant Professor – Southern Utah University
1998 – present	- Associate Professor /Agriculture Program Resource Coordinator– Southern Utah University
2009 – 2010(summer)	-Range Technician; USDA Dixie National Forest

Professional Societies:

1983 – 90	San Juan Basin Chapter of the Society for Range Management – served as president 1988-89
1987 – 90	Society for Range Management (SRM) served as Secretary-Treasurer of the Colorado State Section 1988-89
1985 – 90	San Juan Basin Chokecherry Grower's Association
1991 – present	Utah Weed Control Association – served as president elect, president and past president 1997 – 2000
1980 – 98	American Society of Agronomy
2006 – present	North American Colleges and Teachers of Agriculture (NACTA)

Courses taught:(last 5 years):

AGSC1010 Ag & Society	AGSC3030 & 3040 Forages & lab
AGSC1110&1120 Crops & lab	AGSC3230 & 3240 Pests & lab
AGSC1950 Practicum	AGSC3560 & 3570 Soils & lab
AGSC1990 Agriculture Leadership	AGSC3700 & 3710 Irrigation & lab
AGSC2890 Ag Internship	AGSC4890 Internship
AGSC2950 Practicum	AGSC4920 Ag Workshop

Awards:

- Distinguished Faculty Award – Applied Science Department; 2004
- Outstanding Faculty Member award for the Department of Agriculture & Nutrition; 2005-2006
- Outstanding Professor Award from the SUU Service Club; Nov. 29, 2007
- North American Colleges and Teachers of Agriculture (NACTA) – Teacher Fellow Award; June 2010

Publications:*M.S. Thesis*

"Yield responses of tillered varieties of wheat and barley to variable irrigation". 1981. Utah State University.

Publication (peer reviewed publication)

Wood, L.G., C. L. Gasser and **D. L. Winward**. 2010. "Perceptions of the Impact of an Equine Program on Student Satisfaction and Retention". *North American Colleges and Teachers of Agriculture (NACTA) Journal*. 54(1).

Reid, C.R., **D.L. Winward** and S.A. Dewey. (2009). Gray Rabbitbrush Control Using an Experimental One-pass Mower/Dripwiper Implement. *Western Society of Weed Science 2009, Research Progress Report* ISSN-0090-8142 pp: 26.

Koenig, Richard, **Dean Winward**, Chad Reid, James Barnhill, Mike Pace and Kevin Heaton. 2009. "Phosphorus Source and Surface Band Spacing Effects on Irrigated Alfalfa". *Soil Science Society of America Journal*. 73:367 – 374.

Publication (peer reviewed abstract)

"Assessment of Student Perceptions of the impact of horsemanship courses." L.G. Wood, C.L. Gasser, **D.L. Winward**. North American Colleges and Teachers of Agriculture. Stillwater, OK. June 17-20, 2009.

"Rubber Rabbitbrush Control." C.R. Reid and **D.L. Winward**. Abstract published in the 31st Annual UT/AZ Range Livestock Workshop Proceedings. Pp. 37-38. April 2009.

"Curly Top Resistant Tomato Varieties for Southern Utah" by C.R. Reid, R. Heflebower and **D.L. Winward**. 2007. In the Proceedings of the Extension Planning and Professional Development Conference, page 11.

"Utah State University and Southern Utah University Irrigated Alfalfa Trial" By **D.L. Winward** and C.R. Reid in Extension Best Practices Proceedings, page 13. Extension Annual Planning and Professional Development Conference with the theme; "21st Century Extension Stand Together, Lead the Way, Leave a Legacy" USU Campus, Eccles Conference Center, March 4-6 2008.

Other Publications:

"Utah State University and Southern Utah University Irrigated Alfalfa Variety Trial – Cedar City 2008."
D. Winward (SUU), C. Reid (USU Extension) and T. Griggs (West Virginia Univ.). USU Extension Publication and PowerPoint presentation posted on USU web site.

Bowns, J.E., B.C. Palmer, A. Tait and **D.L. Winward**. 1998. Vegetation and Soil Descriptions of Selected Prairie Dog Sites in Southwestern Utah. Utah State Office - BLM.

Winward, D.L., R.J. Hanks, W.G. Dewey and R.S. Albrechtsen. 1983. Influence of detillering and irrigation on wheat and barley yields, Utah Agricultural Experiment Station Research Report #90. Utah State University.

Posters:

"Assessment of Student Perceptions of the impact of horsemanship courses." L.G. Wood, C.L. Gasser, **D.L. Winward**. North American Colleges and Teachers of Agriculture. Stillwater, OK. June 17-20, 2009.

"Panguitch Lake Angler Creel Survey Results". Jeff Warner, **Dean Winward**, and Jim Bowns. This was a research project funded by the Utah Division of Wildlife Resources. The results of the research were presented as a poster presentation at the SUU Student-Faculty Scholarship Day Apr. 22, 2009.

"Pasture Production in Southwest Utah using Effluent Water for Irrigation" presented at the National Conference on Grazing Lands. Dec. 5 - 8, 2000.

Grants:

National Small Business Tree Planting Program Grant - administered by the Utah Division of State Lands and Forestry. Dollar amount of grant \$3,015.00; Dollar amount of in-kind \$3,968; 1991.

Utah Community Forestry Grant from the Utah Division of Forestry, Fire and State Lands for the Southern Utah University Tree Inventory and Demonstration Project. **Dean Winward** (Project Coordinator), Jim Crouch, Jim Bowns, Chris Gale, Paul Snyder and Dan Camp. \$3000 grant with a \$3983 matching contribution from SUU, 2006-07.

Agriculture & Natural Resource Research and Demonstration Projects Grant. **Dean L. Winward** (SUU) and Chad Reid (USU) \$1509 from Utah State University – Iron County Extension. Nov. 1, 2009 – ongoing.

Service:

NACTA (North American Colleges and Teachers of Agriculture)
Teacher Recognition Committee.
Member of Iron County Cattleman's Association
Member of Iron County Weed Board
"Best of State" judge – agriculture category
Iron County Fair Judge
Southwest Jr. Livestock Show Committee
Iron County Livestock & Heritage Festival Committee
Farm Bureau sponsored High School Discussion Meet Judge
Iron County 3rd Grade Farm Field Day Committee
Utah Division of Wildlife Resources (UDWR) arbitrator
Jim Bowns Native Plant Center Committee chair
Utah High School Envirothon Judge

I also serve on several college committees: Leave, Rank and Tenure; Agriculture
Advisory committee, Agriculture Scholarship Committee; Mountain Ranch RAC
Committee

SUU Agriculture Club Advisor

Section I: Request

The Department of Art and Visual Communication (AVC) at Utah Valley University would like to propose the discontinuation of the Fine Arts emphasis within the Bachelor of Fine Arts degree, and the addition of two new emphases: Painting and Drawing, and Sculpture and Ceramics effective Fall 2011.

Within the current Fine Arts emphasis, areas of study include painting and drawing, and sculpture and ceramics. The AVC department would like to be more specific in the Fine Art area by dividing it into two areas of emphases: painting and drawing, and sculpture and ceramics.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Section II: Need

Within the current curriculum are two "tracks" for the Fine Arts emphasis: one for the two-dimensional areas of painting/drawing (which also includes printmaking) and the other in sculpture/ceramics. Due to this, it is confusing for students to know which classes they should take for their respective track. Many of the skills in each track are specialized and not applicable to the other track. By creating two specific areas of emphasis, students will be able to better understand the difference in the two tracks and the requirements for graduating within each area of emphasis.

Section III: Institutional Impact

The AVC department currently has faculty designated as area coordinators in each area of painting and drawing, and sculpture and ceramics. These faculty schedule courses, give teaching assignments to faculty, hire and oversee adjuncts, oversee curriculum changes and development, manage separate budgets and advise students. They also each have their own studio space, classrooms and work areas. The ceramics area includes 3 kilns for firing. Because of this, the institutional impact of separating these two areas will be minimal.

Although not created as part of the request to separate the two areas of emphasis, the department is proposing a few new upper division courses to strengthen each area of emphasis. Previous to this year, students seeking degrees in the painting/drawing area primarily repeated ART 363R Painting III and ART 311R Drawing III to fulfill their upper division requirements and took classes in other areas of emphasis. This year, the department would like to add more specific courses to fulfill those requirements and provide students with more specific instruction.

The new courses for Painting and Drawing are:

ART	2690	Printmaking II
ART	411R	Drawing IV
ART	463R	Painting IV
ART	465R	Watermedia IV
ART	468R	Printmaking IV

The new courses for Sculpture and Ceramics were created to address new developments and processes used in ceramics:

ART	3800	Low-Fire Ceramics
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Section IV: Finances

Since the change is essentially the separation of the Fine Arts emphasis into two emphases, there will be no additional costs incurred from the change.

Appendix A: New Courses

Prefix & Number	Title	Credit Hours
ART 2690	Printmaking II	3
ART 3800	Low-Fire Ceramics	3
ART 3810	Ceramic Technologies	3
ART 411R	Drawing IV	3
ART 463R	Painting IV	3
ART 465R	Watermedia IV	3
ART 468R	Printmaking IV	3

ART 2690 Printmaking II 3:2:4

Continues the exploration of fine art printmaking through intermediate techniques, processes and materials. Views the role of traditional and contemporary printmaking as a fine art medium. Includes more challenging and complex projects with more advanced technical skills than in Printmaking I. Strengthens the development of personal and individual imagery, including the importance of craftsmanship, the usage of additional tools/materials and an expanding printmaking vocabulary.

ART 3800 Low-Fire Ceramics 3:2:2

Explores low-temperature clay and glazing techniques, as well as the practical and aesthetic considerations of their use. Addresses the operation and maintenance of electric kilns.

ART 3810 Ceramic Technologies 3:2:2

Teaches proper practices in the ceramic studio. Includes kiln operation, maintenance and design, basic clay and glaze formulation, understanding ceramic materials, ceramic tool making, and studio practices and safety.

ART 411R Drawing IV 3:2:4

Emphasizes individual exploration in a variety of media with a focus on "process" in a series of finished drawings. Continues with conceptual development of drawing as a creative medium. Encourages active participation in the critical process and refinement of a personal approach to the medium. May be repeated for a maximum of 6 credits toward graduation.

ART 463R Painting IV 3:2:4

Emphasizes independent and creative development as a painter. Provides an opportunity for students to solidify and expand their ideas while working within a class context. May be repeated for a maximum of 6 credits toward graduation.

ART 465R Watermedia IV 3:2:4

Emphasizes continued experimental approach to various types of water media including watercolor, acrylic, ink, and mixed media. Provides opportunity for independent exploration and further development of personal style/voice coupled with refinement of technical skills. May be repeated for a maximum of 6 credits.

ART 468R Printmaking IV**3:2:4**

Expands the exploration of fine art printmaking through advanced techniques, processes and materials. Continues to view the role of traditional and contemporary printmaking as a fine art medium. Includes more challenging and complex projects with more advanced technical skills than in Printmaking I, II & III. Encourages the ability to detect and diagnose printing errors and to collaborate with peers in the making and critiquing of artworks. Strengthens the development of personal and individual imagery, including the importance of craftsmanship, the usage of new tools/materials and an expanding printmaking vocabulary. May be repeated for a maximum of 6 credits toward graduation.

Executive Summary
Utah Valley University
B.S. in Information Systems
02/16/2011

Program Description

The Bachelor of Science (BS) in Information Systems is an existing degree that prepares students to become IS Professionals. Graduates develop and deploy enterprise-level systems to meet organizational needs. The focus is on leveraging business technology for strategic advantage. The BS in Information Systems includes a significant business component, preparing students for careers as business analysts, systems analysts, applications software developers, consultants, e-business developers, information systems auditors, and web designer/programmers. The proposed change is to add three emphases to enable students to specialize in any of the following: Business Intelligence Systems, Geographic Information Systems, and Health Information Systems.

Role and Mission Fit

The proposed emphases for the existing BS in Information Systems support the institutional mission through its focus on community demand and student interest. The Information Systems program is a technical academic degree designed to meet students' "upper division needs for occupational training" in BIS, GIS, and HIS.

Faculty

The numbers include adding one tenure-track faculty member to the existing membership, starting with Year 2.

Number of faculty with Doctoral degrees	0	Tenure	4	Contract	0	Adjunct	0
Number of faculty with Master's degrees	2	Tenure	2	Contract	0	Adjunct	2
Number of faculty with Bachelor's degrees	3	Tenure	0	Contract	0	Adjunct	3
Other Faculty		Tenure	0	Contract	0	Adjunct	0

Market Demand

The Department of Labor's Occupational Information Network considers Business Intelligence Systems to have a "bright outlook" as an emerging occupation. The projected growth is estimated to average between 7-13% from 2008-2018. Business Intelligence is also a top 5 technology priority for the 1560 CIOs in the 2010 Gartner survey of chief information officers (CIO) priorities. According to the U.S. Bureau of Labor Statistics (BLS), employment of Health Information Technicians is projected to increase an estimated 18% between 2006 and 2016, a rate faster than the national average for all professions. Approximately 12,000 to 50,000 new jobs in these fields are anticipated by 2017 (BLS). According to the US Department of Labor, Health Information Technology will continue to expand to new positions, including mobile support, public health informatics, implementation support and training, and information reengineering. The Department of Labor considers Geographic Information Systems to have a bright outlook occupation with a projected growth between 7-13% from 2008-2018. All three proposed emphases will help Information Systems students specialize in areas that are experiencing considerable growth locally, in Utah, and throughout the nation.

Student Demand

Currently, the existing BS in Information Systems has 100 students. During the Fall 2010 semester, faculty surveyed IS&T students to assess student interest in the BIS, GIS, and HIS emphases. Of the 69 students surveyed, 56 students (81.2%) of the students agreed or strongly agreed that "having skills and experience in BI, HIS, or GIS would help IS graduates to build their resume and better prepare for a real world career." Given the trend in increasing enrollments in the existing BS in Information Systems program, student enrollment in the BS in Information Systems with the proposed emphases is expected to increase accordingly from 100 current students to a projected 135 students within the first 5 years.

Statement of Financial Support

Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal.)

Legislative Appropriation.....	<input type="checkbox"/>
Grants.....	<input type="checkbox"/>
Reallocated Funds.....	<input checked="" type="checkbox"/>
Tuition dedicated to the program	<input type="checkbox"/>
Other.....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

Utah is fortunate to have several existing high-quality, four-year Information Systems programs. The following institutions offer bachelor's degrees in Information Systems, but these degrees do not offer the BIS, GIS, or HIS emphases:

- Utah State University: BS in Management Information Systems
- Weber State University: BS or BA in Information Systems and Technologies
- University of Utah: BS or BA in Information Systems
- Southern Utah University: BS in Information Systems

The University of Utah offers a Masters and Ph.D. in Biomedical Informatics; Weber State University offers an online distance education BS in Health Administrative Services with an emphasis in Health Information Management, and an AAS Health Information Technology—these programs are located in the College Health Professions not in the Information Systems program at Weber State and are more focused on end users not on HIS development. No current BS in Information Systems program in Utah contains the much-needed BIS, GIS, and HIS emphases.

Section I: Request

This document is not a request for a new degree program, but rather a request for three new emphases. Utah Valley University requests approval to offer the Bachelor of Science in Information Systems with three new emphases: Business Intelligence Systems (BIS), Health Information Systems (HIS), and Geographic Information Systems (GIS) effective Fall 2011 Semester.

Currently, Utah Valley University offers a Bachelor of Science degree in Information Systems. This degree was approved by the Board of Regents in March of 2006, and the program started admitting students during Fall 2006.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Section II: Program Description

Complete Program Description

The Bachelor of Science (BS) in Information Systems prepares students to become Information Systems Professionals. Graduates develop and deploy enterprise-level systems to meet organizational needs. The focus is on leveraging business technology for strategic advantage. The BS in Information Systems includes a significant business component, preparing students for careers as business analysts, systems analysts, applications software developers, consultants, e-business developers, information systems auditors, and web designers/programmers.

Purpose of Degree

Information Systems has been taught at UVU for many years in the School of Business and in the College of Technology and Computing. The BS in Information Systems is the only degree program that combines computing and business. The three new proposed emphases will help students to increase both their skillset and marketability in specialized Information Systems fields.

The last decade has seen a maturing and refocusing of the computing academic disciplines. Information Systems as a standalone discipline evolved from Computer Science, and Information Technology (IT) evolved from Information Systems.

This refocusing has allowed Information Systems to redefine its role as the organizational computing academic discipline. The new emphases of BIS, HIS, and GIS will allow Information Systems students to gain an organizational computing area of depth built on basis of the technology and business core of the BS in Information Systems degree.

- Business Intelligence will add further depth in the traditional area of business information systems.
- Health Information Systems will add depth in healthcare, currently the one of the largest and fastest-growing industries in the United States according to the Department of Labor. (<http://www.bls.gov/oco/cg/cgs035.htm>)
- Geographic Information Systems will add depth in the type of systems used by many organizations in the form of mapping and decision support systems.

Institutional Readiness

The existing BS in Information Systems degree is located administratively in the Information Systems and Technology (IST) Department. In addition, the IST Department administers a BS in Information Technology, Certificate in Network Administration, AAS in Information Systems and Technology, AS Pre Major in Information Systems and Technology, and a Minor in Information Systems and Technology.

Because the IST Department currently offers a BS in Information Systems, most core courses are already being taught by this department and other departments at UVU, including courses in accounting, business management, finance, marketing, and legal studies. The Information Systems program requires a substantial number of Information Systems and Information Technology courses. Most of these courses have been taught for at least 5 years.

The **proposed BIS emphasis** will use existing Information Systems courses, some existing business courses, and two new Information Systems courses.

The **proposed GIS emphasis** will require existing surveying and geography courses taught by the Engineering Graphics and Design Technology (EGDT) and Geography departments. In addition, the EGDT Department recently received Board of Regents' approval to offer a BS in Geomatics beginning Fall 2011. The BS in Information Systems will utilize some of the new Geomatics courses offered by the EGDT Department.

The **proposed HIS emphasis** will require two existing health courses, an existing management course, and three new HIS courses taught by the Information Systems faculty.

One new faculty member will need to be hired starting in the Fall 2012 semester, to accommodate the estimated growth of the BS in Information Systems degree with the proposed emphases.

The IST Department uses space in four computer labs, with over 110 computers to support its programs. Additional hours are needed to teach some of the new Information Systems courses in the computer labs. Currently, these computer labs have about 30 available hours that can be used to schedule new Information Systems courses required for the proposed emphases. Additional software will be required to offer specialized information systems training in BIS, GIS, and HIS. The creation of three new emphases for the BS in Information Systems should not impact the delivery of other IST courses.

Faculty

Currently, four tenured faculty and one lecturer in the IS&T Department teach Information Systems courses. During the Spring 2011 semester, a nationwide search is being conducted to hire a tenure-track faculty member who specializes in BIS or HIS to replace the one-year lecturer position. An additional tenure-track faculty member will be needed by the second year as the program continues to grow.

The following table indicates the number of current faculty members who teach Information Systems courses.

Current Information Systems Faculty	Tenure	Lecturer	Adjunct
Number of Faculty with Doctoral degrees:	2		0
Number of Faculty with Master's degrees:	2*	1	2
Number of Faculty with Bachelor's degrees:			3
Other Faculty			
*1 faculty member is ABD on her Ph.D.			

The following table indicates the number of faculty members who will teach Information Systems courses starting in the Fall 2011 semester. One ABD tenured faculty member will complete her Ph.D. by the end of the Spring 2012 semester. The full-time contract will be replaced with an already approved tenure-track position.

Information Systems Faculty Fall 2011-Spring 2012	Tenure	Tenure-Track	Adjunct
Number of Faculty with Doctoral degrees:	2	1	0
Number of Faculty with Master's degrees:	2*		2
Number of Faculty with Bachelor's degrees:			3
Other Faculty			
*1 faculty member is ABD on her Ph.D.			

One (1) new full-time faculty position will be needed starting Year 2.

The IST Department has faculty who are currently qualified to teach in all three emphases. In particular, three tenured faculty members have received training in BIS, GIS, and HIS. One faculty member completed an internship in the HIS industry. The tenure-track person who will be hired for Fall 2012 will be required to be qualified to teach in BIS, GIS, and/or HIS. Additional training is necessary for faculty to keep up-to-date in these evolving fields. Training funding will be sought from the college/school in which the degree is housed, private fundraising, an employee-sponsored donation fund, and the program advisory board.

Staff

Currently, the IST Department has one full-time administrative assistant. No additional staff is needed.

Library and Information Resources

Library resources are adequate for the support of the proposed BIS, GIS, and HIS emphases. The new library provides access to research and resource materials, special collections including digital media, along with academic services and materials available to BIS, GIS, and HIS students and faculty.

Admission Requirements

There are no special admission requirements beyond standard admission to the University for all three proposed emphases in the BS degree. New and transfer students will be advised to complete any deficiency in math so they will experience minimal delay in course scheduling due to math prerequisite courses.

Student Advisement

The IST Department shares a full-time academic advisor with the Computer Science Department.

Currently, a PBA request is in place to hire a full-time academic advisor for the IST Department. It is important for the IST Department to have its own full-time academic advisor as the IS and IT programs continue to grow. Final approval is pending the 2011-2012 budget. Having its own full-time advisor should fulfill the programs' advisement need for the first five years.

Justification for Graduation Standards and Number of Credits

- Completion of a minimum of 121 credits required for a BS degree; at least 40 credit hours must be upper-division courses.
- Overall grade point average of 2.0 or above with a minimum GPA of 2.5 in all discipline core, specialty core, and elective courses with no grade lower than a C-.
- Residency hours: Minimum of 30 credits through course attendance at UVU, at least 10 credits from UVU in the last 45 hours earned.
- Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.
- Global Intercultural Graduation Requirement: Students must complete one course that is labeled as Global Intercultural course. These courses have the course attribute of GI. All courses that fill this requirement end in a G. INFO 405G satisfies this requirement.

External Review and Accreditation

The BS in Information Systems has been accredited by the Accreditation Board for Engineering and Technology (ABET) since 2006. During the October 2010 ABET site visit, the committee recommended the inclusion of the Intellectual Property and Cyber Law course that was added to the core requirements for all three proposed emphases. The creation of the three emphases should not affect ABET accreditation as the program outcomes are already being met with the existing Information Systems and Business core. By July 2011, ABET will determine when it will conduct its next site visit.

The IST Advisory Board was reorganized during the Spring 2010 semester. Industry experts in BIS, GIS, and HIS were included to provide feedback on the proposed curriculum for the three emphases. The following table lists the current Advisory Board members and their areas of specialization.

Member	Position	Organization	Area
Coleman, Sandy	Developer/Analyst CM Reporting Business Intelligence Reports Development	Convergys Corp.	BIS
Hogan, Josh	Manager, Data Warehouse	Nu Skin Enterprises	BIS
Yocom, Lynne	ITS Fiber Optics Manager	State of Utah; Utah Dept. of Transportation	GIS
Rindlisbacher, Diane	Administrative Director of Clinical Informatics and Support Services	Utah Valley Regional Medical Center	HIS
Finch, Ken	Senior Program Manager ICS Office of CIO	LDS Church	General IS
Gappmayer, Dave	Principal Test Manager	Microsoft	General IS
Gordon, Grant	Director Product Marketing	EnticeLabs	General IS
Hansen, Gary	Associate Chair Information Systems Dept.	BYU	General IS
Jones, Jeremiah	Lead Technologist	aVinci Media (AVMC)	General IS
Karney, Brian	COO	AccessData	General IS
Lemon, Scott C.	President	HumanXtensions L.L.C.	General IS
Wilkes, Floyd	Advisory Board Chair	Galileo Processing	General IS

The Advisory Board reviewed the changes to the BS in Information Systems core and concurred with the ABET Accreditation team's recommendation to include the Intellectual Property and Cyber Law course in the core. The Advisory Board reviewed course descriptions, titles, and objectives for new Information Systems courses and provided strong support for the creation of the BIS, GIS, and HIS emphases and related courses.

Projected Enrollment

The BS in Information Systems degree is an existing degree, which is why the student headcount is 100 for Year 1 (this is the current number of students for the 2010-2011 academic year).

Year	Student Headcount	# of Faculty	Student-to- Faculty Ratio
1	100	5	16.67
2	108	6	17.25
3	118	6	20.00
4	127	6	22.75
5	135	6	25.63

Expansion of Existing Program

The BS in Information Systems degree is an existing degree. Currently, students do not have options for specializations within the degree. However, the proposed changes provide three distinct emphases to enable students to specialize in BIS, GIS, or HIS. The following table provides enrollment trends by headcount and FTE in the current program for each of the past four years. (Data was not yet available for Fall 2010.)

Year	Student Headcount	FTE
2006-2007	241	115.93
2007-2008	262	129.47
2008-2009	316	163.20
2009-2010	363	176.60
2010-2011	N/A	N/A

Section III: Need

Program Need

The current BS in Information Systems degree is a generic Information Systems program with no areas of depth or emphases. Information Systems majors need the ability to gain in-depth knowledge of field-related emphases to increase their skillsets and marketability in specialized areas of Information Systems.

Labor Market Demand

This section discusses labor market demand for the three proposed emphases.

Business Intelligence Systems

The Department of Labor's Occupational Information Network defines the work of the Business Intelligence Analyst as the following: producing financial and market intelligence by querying data repositories and generating periodic reports and devising methods for identifying data patterns and trends in available information sources. The Department of Labor has labeled BI a "bright outlook" new and emerging occupation. The median annual wage for 2009 was \$77,010 with projected growth averaging between 7-13% from (2008-2018) (Source: Occupational Information Network: Business Intelligence Analysts).

Business Intelligence is categorized in the Occupational Outlook Handbook 2010-11 Edition (produced by the Department of Labor) as an overlapping area of Computer Systems Analysts and Operations Research Analysts - both of which are expected to grow by 20 to 22% between 2008-2018 and have excellent job prospects. Computer Systems Analysts' median wages for 2008 were \$75,500 and Operations Research Analysts' median wages were \$69,000. (Department of Labor <http://www.bls.gov/oco/ocos287.htm>)

Business Intelligence is also a top 5 technology priority for the 1560 CIOs included in the 2010 Gartner survey of chief information officers (CIO) priorities.

Health Information Systems

According to the U.S. Bureau of Labor Statistics (BLS), employment of health information technicians is projected to increase an estimated 18% between 2006 and 2016, a rate faster than the national average for all professions. Also, employment of medical and health services managers is expected to grow 16% from 2008 to 2018, faster than the average for all occupations.

Utah Department of Workforce Services statewide employment outlook for medical and health services managers projects that this occupation will experience about average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will be the source of the majority of job openings in the coming decade. For the medical records and health information technicians, it is projected that this occupation will experience faster than average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will be the source of the majority of job openings in the coming decade.

Approximately 12,000 to 50,000 new jobs in these fields are anticipated by 2017 (BLS). According to the US Department of Labor, health information technology will continue to expand to new positions, including mobile support, public health informatics, implementation support and training, and information reengineering.

AHIMA (American Health Information Management Association) is a health information management (HIM) professional association with over 60,000 members. According to the second biennial AHIMA salary study, median annual wages of medical and health services managers were \$80,240 in May 2008. Job responsibility drives salary compensation from administrative support at the low end to IS/IT director at the high end.

Geographic Information Systems

The Department of Labor defines GIS technicians as who assist scientists, technologists, and related professionals in building, maintaining, modifying, and using geographic information systems (GIS) databases. These technicians may also perform some custom application development and provide user support. It is considered a bright outlook occupation. Median annual wages for 2009 were \$77,010, with a projected growth between 7-13% (2008-2018).

Student Demand

Currently, the existing BS in Information Systems has 100 students.

During the Fall 2010 semester, faculty surveyed students in several IS&T classes to learn regarding student interest in the BIS, GIS, and HIS emphases. Of the 69 students surveyed, 56 students (81.2%) of the students agreed or strongly agreed that "having skills and experience in BI, HIS, or GIS would help Information Systems graduates to build their resume and better prepare for a real world career." Of the 69 students surveyed, 58 (84.1%) of the students agreed or strongly agreed that "incorporating BI, HIS, and GIS type of real world projects would allow students to experience some of the benefits from these emphases in other IS/IT courses." Of the 69 students surveyed, 44 (63.8%) agreed or strongly agreed that they "would be interested in taking courses that covered BI, HIS, or GIS information and skills."

Given the increasing enrollments trend within the existing BS in Information Systems program, student enrollment in the BS in Information Systems with the proposed emphases is expected to increase from 100 current students to a projected 135 students within the first 5 years.

Similar Programs

UVU has taught Information Systems courses for over 20 years and has offered a BS in Information Systems since 2006. The proposed change to the UVU BS in Information Systems degree would provide three distinct emphases to enable students to specialize in a particular field of Information Systems.

Utah is fortunate to have several existing high-quality, four-year Information Systems programs. The following institutions offer bachelor's degrees in Information Systems, but none of these degrees offer the BIS, GIS, or HIS emphases:

- Utah State University: BS in Management Information Systems
- Weber State University: BS or BA in Information Systems and Technologies
- University of Utah: BS or BA in Information Systems
- Southern Utah University: BS in Information Systems

Compared to the other institutions that offer BS or BA in Information Systems, UVU's degree is ABET accredited, which enables the IST Department to provide more technical, computer-related curriculum than the other institutions. To provide UVU Information Systems students with a competitive advantage in systems development in business and healthcare industries, the IST Department proposes the following emphases:

BIS During the past five years, additional academic computing areas, such as information technology, which focuses on infrastructure and software engineering (software development), have emerged. The field of management information systems (MIS) has focused on data analysis and data management to support organizational decision making. In the Information Systems industry, this specialization is known as business intelligence (BI). The only similar program is the recent data management track of the Master of Information Systems degree at the University of Utah. There is currently no business intelligence emphasis in any BS in Information Systems degree program in Utah.

GIS Several state and industry proponents have successfully lobbied for a geomatics program in the state. In December 2010, the Engineering Graphics and Design Technology department at UVU received approval to offer a geomatics program to begin in the Fall 2011 semester. This geomatics program will be the only such program in the state of Utah. The GIS emphasis in the BS in Information Systems degree will cooperatively use a few of the new Geomatics courses. This specialization will combine such areas as software mapping and geographic decision support with organizational systems. The GIS emphasis within the BS in Information Systems will also be the only such emphasis in Utah.

HIS Health care, the country's largest industry, is undergoing the laggard change of embracing information systems more fully as hundreds of millions of federal dollars try to modernize HIS. Therefore, HIS graduates are in high demand. Currently, the University of Utah offers a Master and Ph.D. in Biomedical Informatics; Weber State University offers an online distance education BS in Health Administrative Services with an emphasis in Health Information Management, and an AAS Health Information Technology - these programs are located in the College Health Professions at Weber State, not in their Information

Systems program. No current BS in Information Systems program contains the much-needed emphasis in HIS in Utah.

Collaboration with and Impact on Other USHE Institutions

Because no other institution offers Information Systems emphases in BIS, GIS, and HIS, no official discussion has taken place with other USHE institutions. The IST Department at UVU does not anticipate that adding these three emphases to its existing BS in Information Systems degree would negatively impact Information Systems programs at other institutions throughout the State.

Benefits

Information Systems graduates who specialize in BIS, GIS, and HIS are needed by local, state, and regional organizations and businesses to develop and maintain specialized information systems. Because of the increased demand for information systems professionals to possess knowledge and skills in these areas, potential students who seek careers in growing technology industries will be attracted to the UVU BS in Information Systems program. Being the only BS in Information System with three distinct emphases in the State, will provide UVU with a unique opportunity to graduate students who will meet the current and future demands for specialized Information Systems professionals.

Consistency with Institutional Mission

Utah Valley University is a Type II university according to the Utah System of Higher Education R312 document. Section R312-5 of this document states:

The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs. ... The institution contributes to the quality of life and economic development at the local and state levels ... [and] offers certificates, diplomas, ... associate degrees and awards in applied technology education, [and] baccalaureate degree programs.

The proposed emphases for the existing BS in Information System support the institutional mission through its focus on community demand and student interest. The Information Systems program is a technical academic degree designed to meet students' "upper division needs for occupational training" in BIS, GIS, and HIS.

The current Information Systems program, along with the proposed three emphases, support UVU's core themes: Student Success, Inclusive, Engaged, and Serious.

Student Success: The program provides well-rounded education through its core Information Systems, business core, general education requirements, and emphasis-specific curriculum (SS.2). In addition, the three proposed emphases support SS.3, "UVU prepares students for success in their subsequent...professional...pursuits..." in high-demand Information Systems fields.

Inclusive: The proposed three emphases require collaboration with business, geography and geomatics, and health programs at UVU. Providing these emphases will create interest in Information Systems for students with those diverse backgrounds and enable students to develop and utilize the respective Information Systems (I.2 "UVU provides...for people from a wide variety of backgrounds and perspectives.). Furthermore, the emphases support Inclusive I.3 "UVU offers an array of programs...designed to reflect students' goals and the region's needs."

Engaged: The proposed emphases support E.1, "UVU faculty and staff engage students using real-world contexts within the curriculum...." Class projects and assignments will be prepared in conjunction with the IST Advisory Board to ensure students are engaged in real-world cases in BIS, GIS, and HIS. The emphases also support E.2, "UVU fosters partnerships...that enhance the regional...communities" in working with regional organizations that rely on BIS, GIS, and HIS.

Serious: Implementing these three proposed emphases demonstrates that the IST Department is serious about attracting high-quality students (S.3) who are interested in specific, high-demand Information Systems areas throughout the state, region, and nation.

The Information Systems program prepares the graduating student for further higher education, including graduate programs. These outcomes fit well with the role and mission of the Utah System of Higher Education for Type II institutions.

Section IV: Program and Student Assessment

Program Assessment

The Information Systems program is accredited by the Accreditation Board for Engineering and Technology (ABET). Program objectives and program outcomes are specified and assessed for ABET. Graduates of UVU's undergraduate program in Information Systems (IS) will be able to do the following:

- 1) Use theoretical, technical, and organizational knowledge to analyze, design, and implement IS computing solutions.
- 2) Facilitate communications between technically and organizationally oriented groups.
- 3) Be an effective team leader or member.
- 4) Practice their profession in accordance with accepted professional codes of ethics.
- 5) Consider the broad global and social impact of information systems solutions.
- 6) Stay current in their profession.

ABET specifies the program outcomes for Information Systems programs (regardless of the emphases):

- (a) An ability to apply knowledge of computing and mathematics appropriate to Information Systems;
- (b) An ability to analyze a problem, and identify and define computing requirements appropriate to its solution;
- (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet the needs of an organization and its users;
- (d) An ability to function effectively on teams to accomplish a common goal;
- (e) An understanding of professional, ethical, legal, security, and social issues and responsibilities related to Information Systems;
- (f) An ability to communicate effectively with a range of audiences, both in written and oral forms;
- (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society;
- (h) Recognition of the need for, and an ability to engage in, continuing professional development;
- (i) An ability to use current techniques, skills, and tools necessary for Information Systems;
- (j) An understanding of processes that support the delivery and management of information systems within a specific application environment;
- (k) An ability to assist in the creation and management of an effective project plan.

The above program outcomes are mapped to individual Information Systems courses. Students demonstrate proficiency by completing course requirements that include, but are not limited to, the following: hands-on assignments, quizzes, tests, and projects.

The IST Department chair prepares a matrix of outcomes and courses and specifies when assessments will take place in each course. Faculty provide input, and the matrix is revised. The IST Department is finalizing an assessment procedures document to be submitted to ABET this spring.

Expected Standards of Performance

The Information Systems program at UVU will use the following program assessment mechanisms:

- Conventional assignments and exams in individual courses
- Student Evaluation of Teaching in individual sections of courses
- Survey of students 3 years after graduation
- Annual Faculty curriculum committee evaluation of courses in the curriculum
- Board of Trustees 3-year program review
- Northwest Accreditation self-study and review
- ABET Accreditation self-study and review

Continued Quality Improvement:

The results of the evaluation mechanisms (conventional assignments and exams in individual courses, student evaluation of teaching in individual sections of courses, exit survey of student results, survey of students three years after graduation, and faculty curriculum committee evaluation of new or revised courses in the curriculum) will be examined each year. The summaries of the evaluation instruments will be considered by the department curriculum committee and by the industrial advisory committee at regular intervals. These results, combined with the curriculum documents of the professional societies, will be used to modify the curriculum to keep it current and vibrant.

Section V: Finance

Financial Analysis Form

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	5.0	13.8	16.0	18.2	20.5
Cost Per FTE	\$1,427	\$4,610	\$4,128	\$3,767	\$3,473
Student/Faculty Ratio	16.67	17.25	20.00	22.75	25.63
Projected Headcount	100	108	118	127	135
Projected Tuition					
Gross Tuition	\$18,360	\$50,674	\$58,752	\$66,830	\$75,276
Tuition to Program	See note	See note	See note	See note	See note
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	\$6,000	\$45,240	\$47,050	\$48,932	\$50,889
Benefits	\$636	\$15,377	\$15,993	\$16,632	\$17,298
Total Personnel	\$6,636	\$60,617	\$63,042	\$65,564	\$68,186
Current Expense	\$500	\$2,500	\$2,500	\$2,500	\$2,500
Travel	\$0	\$500	\$500	\$500	\$500
Capital	\$0	\$0	\$0	\$0	\$0
Library Expense	\$0	\$0	\$0	\$0	\$0
Total Expense	\$7,136	\$63,617	\$66,042	\$68,564	\$71,186
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	\$0	\$0	\$0	\$0	\$0
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	\$18,360	\$50,674	\$58,752	\$66,830	\$75,276
Other (Tuition from other UVU growth)		\$12,944	\$7,290	\$1,733	\$0
Total Revenue	\$18,360	\$63,618	\$66,042	\$68,563	\$75,276
Difference					
Revenue-Expense	\$11,224	\$0	\$0	\$0	\$4,090

Note:

UVU does not allocate tuition revenues directly to any program. The projected gross tuition revenue is only available because UVU's enrollments are increasing. Expenses beyond calculated tuition from the growth of this program will be covered by allocation of new resources (including tuition revenue from growth in this program and tuition revenue from other growth across the university) through UVU's Planning, Budgeting & Assessment process.

Funding Sources

UVU does not allocate tuition revenues directly to any program. All new resources are allocated through UVU's Planning, Budgeting, and Assessment process. Tuition revenue from enrollment growth both in this program and across the university will be allocated through UVU's Planning, Budgeting & Assessment process to support this new program. While this program's anticipated costs per student exceed anticipated tuition revenue per student, other lower cost programs and courses across UVU continue to grow providing additional general tuition revenue.

Impact on Existing Budgets

The new emphases for the BS in Information Systems program will be administratively assigned to the existing Information Systems and Technology (IST) Department. The courses for the first year will be taught by faculty from the existing IST faculty and a new, already-approved tenure-track faculty member. One new full-time faculty member will be needed to start the second year. Minimal additional adjuncts may be hired to cover core lower-division Information Systems courses. The impact on existing budgets will be minimal.

Appendix A: Program Curriculum

All Program Courses

General Education

ENGL	1010	Introduction to Writing	3
ENGL or ENGL	2010 or 2020	Intermediate Writing Humanities/Social Sciences or Intermediate Writing Science/Technology	3
MATH	1050	College Algebra	4
		American Institutions Selective	3
PHIL	2050	Ethics and Values	3
HLTH or PES	1100 or 1097	Personal Health and Wellness or Fitness for Life	2
		Humanities Distribution	3
ECON	2020	Macroeconomics (recommended for Social/Behavioral Science Distribution)	3
		Fine Arts Distribution	3
		Biology Distribution	3
		Physical Science Distribution	3
		Another Biology or Physical Science	3
		Total General Education	36

Information Systems Core

INFO	1120	Information Systems & Technology Fundamentals	3
INFO	1200	Computer Programming I for IS/IT	3
INFO	2030	Data Communication Fundamentals	3
INFO	2050	Database Fundamentals	3
INFO	2200	Computer Programming II for IS/IT	3
INFO	2450	Web Application Design	3
IT or IT or IT	2700 or 2800 or 4800	Information Security Fundamentals or Computer Forensic Fundamentals or Advanced Computer Forensics	3
COMP	301R	Digital Lecture Series	1
INFO	3120	Principles of Info Systems--A Managerial Approach	3
INFO	3410	Database Systems	3
INFO	3420	Web Systems Development I	3
INFO	3430	Systems Analysis and Design	3
INFO	405G	Global Ethical & Professional Perspectives in IS and IT	3
INFO	4120	Business Intelligence Systems	3
INFO	4430	Systems Design and Implementation	3
INFO or INFO	481R or 489R	Internship or Undergraduate Research in IS&T	3
ACC	2010	Financial Accounting	3
LEGL	3020	Intellectual Property and Cyber Law	3
MATH or MGMT	2040 or 2340	Principles of Statistics or Business Statistics I	3
MGMT	2200	Business Communication	3
MGMT	3010	Principles of Management	3
MKTG	3600	Principles of Marketing	3
		Total Information Systems Core	64

BIS Emphasis

MGMT	2240	Foundations of Business Statistics	3
or	or	or	or
MATH	1100	Introduction to Calculus	4
INFO	4130	Advanced Business Intelligence Systems	3
Advanced Business: Choose 6 credits from the following:			
ACC	2020	Managerial Accounting	6
FIN	3100	Principles of Finance	
LEGL	3000	Business Law	
MGMT	3430	Human Resource Management	
MGMT	3450	Operations Management	
Emphasis Elective Requirements: Choose 9 credits from the following:			
INFO	3422	Open Source Internet Application Development	9
INFO	4440	Enterprise Computing Environments	
ACC	3510	Accounting Information Systems	
ACC	4510	Advanced Accounting Information Systems	
		BIS Emphasis Totals	21
		Total Credits for BS IS w/ BIS	121

GIS Emphasis

MATH	1060	Trigonometry	3
EGDT	1400	Surveying	4
EGDT	2400	Surveying Applications	4
GEOG	1800	Survey of World Geography	3
GEOG	3830	Introduction to Geographic Information Systems	4
GIS	2840	Geographic Information Systems and Surveying	2
Emphasis Elective Requirements: Choose 3 credits from the following:			
GIS	3640	Thematic Mapping Environmental Impacts	3
GIS	3650	Thematic Mapping Culture & Societies	
SURV	2210	Photogrammetry & Remote Sensing	
GIS Emphasis Totals			23
Total Credits for BS IS w/ GIS			123

HIS Emphasis

HLTH	1900	Medical Terminology I	2
HLTH	2200	Introduction to Health Professions	2
INFO	3700	Health Informatics Fundamentals	3
INFO	3750	Healthcare Information Systems Applications	3
INFO	4700	Healthcare Information Systems Management	3
MGMT	3430	Human Resource Management	3
INFO/IT	Other	Choose 6 upper division credit hours from INFO or	3
INFO/IT	Other	IT courses	3
HIS Emphasis Totals			22
Total Credits for BS IS w/ HIS			122

New Courses to be Added in the Next Five Years

Five new Information Systems courses will be developed in the next five years. Three GIS courses that will be taught in the EGDT Department are already being developed for the Geomatics degree.

Prefix	Number	Title	Credit Hours
INFO	3700	Health Informatics Fundamentals	3
INFO	3750	Healthcare Information Systems Applications	3
INFO	4120	Business Intelligence Systems	3
INFO	4130	Advanced Business Intelligence Systems	3
INFO	4700	Healthcare Information Systems Management	3
GIS	2640	Geographic Information Systems and Surveying	2
GIS	3640	Thematic Mapping Environmental Impacts	3
GIS	3650	Thematic Mapping Culture & Societies	3

INFO 3700 Health Informatics Fundamentals 3:3:0

Introduces the concepts and practices of health informatics. Includes survey of current use of information technology in the clinical and management practice of health care, and basic terminology, strategies, and utilization of IT as a key component in the delivery of patient care. Covers an in-depth analysis of health information standards and classification systems, including the attributes and benefits of computer-based patient records.

Prerequisites: HLTH 1300, INFO 2050

INFO 3750 Healthcare Information Systems Applications 3:3:0

Provides pragmatic coverage of the topics and resources relevant to health informatics. Exposes students to real-world examples and skills related to the acquisition, representation, management, analysis, and use of different types of HIS data. Emphasizes issues such as standardization, security, and handling unstructured data. Includes assignments, a course project, and hands-on experience in applying informatics solutions in health care settings.

Prerequisite: INFO 3700

INFO 4120 Business Intelligence Systems 3:3:0

Focuses on extracting business intelligence from large data sets for various applications including customer segmentation, market segmentation and customer relationship management (CRM) to aid decision-making processes. Provides "hands-on" experience with a variety of decision support software and access to a sophisticated data warehouse for multidimensional online analytical processing (OLAP). Emphasizes how to extract and apply business intelligence to improve business decision making.

Prerequisites: INFO 3120

INFO 4130 Advanced Business Intelligence Systems 3:3:0

Capstone course extends the concepts of BI to the analysis of large data-sets, and preparation of analysis reports and presentations describing implications of findings. Extends the BI process to include predictive modeling, model assessment, scoring and implementation. Applies business process analysis and design, quality control and improvement, and performance monitoring through performance dashboards, balanced scorecards, and process simulation.

Prerequisites: INFO 4120

INFO 4700 Healthcare Information Systems Management 3:3:0

Overviews business practices related to health care information systems. Augments the study of the science of health information with an exposure to the practices whereby health care organizations set IT goals and objectives, designs and implements IT solutions, manages the IT function and organization, and develops IT capital and operating budgets. Presents current best practices of the business of health informatics, drawn from industry journals and business analysis consultants. Covers the management aspects of the legal and ethical issues related to HIS including applying laws related to confidentiality and data security.

Prerequisites: INFO 3120, INFO 3700

GIS 2640 Geographic Information Systems and Surveying 2:2:0

Presents geospatial data and modeling principles and techniques using raster and vector geoprocessing. Teaches Geovisualization and Geospatial information sources, digital terrain modeling, spatial data analysis, and mapping project implementation. Covers concepts of real property related to land registration and information systems and the value of maps for governance, commerce, and research of social and environmental systems regionally, nationally, and globally

Prerequisites: EGDT 2400, GEOG 3630

GIS 3640 Thematic Mapping: Environmental Impacts 3:3:0

Analyzes ways to geographically visualize the impact of natural disasters, energy processes, human impacts, and other impacts on the environment. Reviews the regional and global interrelationships of land, water, and atmosphere to the environment. Involves producing a thematic global and regional mapping project(s) considering the environmental impacts or potential impacts as presented in this course.

Prerequisite(s): GIS 2640

GIS 3650 Thematic Mapping: Culture and Societies 3:3:0

Focuses on thematic maps of human activity covering the major cultural regions of the world considering cultural, political, and economic environments. Presents various ways to cartographically depict sociological data such as; population, religion, language, migration, and industries, etc.. Involves producing a thematic global and regional mapping project(s) as presented in this course.

Prerequisite(s): GIS 2640

Appendix B1: BIS Emphasis Program Schedule

SEMESTER 1

NO	COURSE DESCRIPTION	CR
INFO 1120	Information Systems & Technology Fundamentals	3
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	4
HLTH 1100	Personal Health and Wellness	2
	Fine Arts General Education Distribution Selective	3
	Semester Total	15

SEMESTER 2

NO	COURSE DESCRIPTION	CR
INFO 1200	Computer Programming I for IS/IT	3
ENGL 2010 or ENGL 2020	Intermediate Writing Humanities/Social Sciences or Intermediate Writing Science/Technology	3
	American Institutions Selective General Education	3
	Biology General Education Distribution Selective	3
	Physical Science General Education Distribution Selective	3
	Semester Total	15

SEMESTER 3

NO	COURSE DESCRIPTION	CR
INFO 2200	Computer Programming II for IS/IT	3
INFO 2450	Web Application Design	3
ACC 2010	Financial Accounting	3
PHIL 2050	Ethics and Values	3
MATH 2240 or MATH 1100	Foundations of Business Statistics (3 credits) or Introduction to Calculus (4 credits)	3
	Semester Total	15

SEMESTER 4

INFO 2030	Data Communication Fundamentals	3
INFO 2050	Database Fundamentals	3
MATH 2040 or MGMT 2340	Principles of Statistics or Business Statistics I	3
MGMT 2200	Business Communication	3
ACC 2020	Managerial Accounting	3
	Semester Total	15

SEMESTER 5

NO	COURSE DESCRIPTION	CR
IT 2700 or IT 2800 or IT 4800	Information Security Fundamentals or Computer Forensic Fundamentals or Advanced Computer Forensics	3
INFO 3120	Principles of Information Systems: A Managerial Approach	3
ECON 2020	Macroeconomics	3
	Humanities General Education Distribution Selective	3
	Another Biology or Physical Science Distribution Selective	3
	Semester Total	15

SEMESTER 6

COMP 301R	Digital Lecture Series	1
INFO 3410	Database Systems	3
MGMT 3010	Principles of Management	3
LEGL 3020	Intellectual Property and Cyber Law	3
FIN 3100 MGMT 3430 MGMT 3450	Principles of Finance Human Resource Management Operations Management	3
ACC 3510	Accounting Information Systems	3
	Semester Total	16

SEMESTER 7

NO	COURSE DESCRIPTION	CR
INFO 3420	Web Systems Development 1	3
INFO 3430	Systems Analysis and Design	3
INFO 4120	Business Intelligence Systems	3
MKTG 3600	Principles of Marketing	3
ACC 4510	Advanced Accounting Information Systems	3
	Semester Total	15

SEMESTER 8

NO	COURSE DESCRIPTION	CR
INFO 405G	Global Ethical and Professional Perspectives in IS and IT	3
INFO 4430	Systems Design and Implementation	3
INFO 481R or INFO 489R	Internship or Undergraduate Research in IS&T	3
INFO 4130	Advanced Business Intelligence Systems	3
INFO INFO/IT	Open Source Internet Application Development Other INFO or IT approved course	3
	Semester Total	15
	Total All Semesters	123

Appendix B2: GIS Emphasis Program Schedule

SEMESTER 1

NO	COURSE DESCRIPTION	CR
INFO 1120	Information Systems & Technology Fundamentals	3
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	4
HLTH 1100	Personal Health and Wellness	2
	Fine Arts General Education Distribution Selective	3
	Semester Total	15

SEMESTER 2

NO	COURSE DESCRIPTION	CR
INFO 1200	Computer Programming I for IS/IT	3
ENGL 2010 or ENGL 2020	Intermediate Writing Humanities/Social Sciences or Intermediate Writing Science/Technology	3
	American Institutions Selective General Education	3
	Biology General Education Distribution Selective	3
	Physical Science General Education Distribution Selective	3
	Semester Total	15

SEMESTER 3

NO	COURSE DESCRIPTION	CR
INFO 2200	Computer Programming II for IS/IT	3
INFO 2450	Web Application Design	3
ACC 2010	Financial Accounting	3
PHIL 2050	Ethics and Values	3
MATH 1060	Trigonometry	3
	Semester Total	15

SEMESTER 4

INFO 2030	Data Communication Fundamentals	3
INFO 2050	Database Fundamentals	3
MATH 2040 or MGMT 2340	Principles of Statistics or Business Statistics I	3
MGMT 2200	Business Communication	3
EGDT 1400	Surveying	4
	Semester Total	16

SEMESTER 5

NO	COURSE DESCRIPTION	CR
IT 2700 or IT 2800 or IT 4800	Information Security Fundamentals or Computer Forensic Fundamentals or Advanced Computer Forensics	3
INFO 3120	Principles of Information Systems: A Managerial Approach	3
ECON 2020	Macroeconomics	3
	Humanities General Education Distribution Selective	3
	Another Biology or Physical Science Distribution Selective	3
	Semester Total	15

SEMESTER 6

COMP 301R	Digital Lecture Series	1
INFO 3410	Database Systems	3
MGMT 3010	Principles of Management	3
LEGL 3020	Intellectual Property and Cyber Law	3
EGDT 2400	Surveying Applications	4
GEOG 1300	Survey of World Geography	3
	Semester Total	17

SEMESTER 7

NO	COURSE DESCRIPTION	CR
INFO 3420	Web Systems Development 1	3
INFO 3430	Systems Analysis and Design	3
INFO 4120	Business Intelligence Systems	3
MKTG 3600	Principles of Marketing	3
GEOG 3630	Introduction to Geographic Information Systems	4
	Semester Total	16

SEMESTER 8

NO	COURSE DESCRIPTION	CR
INFO 405G	Global Ethical and Professional Perspectives in IS and IT	3
INFO 4430	Systems Design and Implementation	3
INFO 481R or INFO 489R	Internship or Undergraduate Research in IS&T	3
GIS 2640	Geographic Information Systems and Surveying	2
GIS 3640	Thematic Mapping Environmental Impacts	3
GIS 3650	Thematic Mapping Culture & Societies	
SURV 2210	Photogrammetry & Remote Sensing	
	Semester Total	14
	Total All Semesters	121

Appendix B3: HIS Emphasis Program Schedule

SEMESTER 1

NO	COURSE DESCRIPTION	CR
INFO 1120	Information Systems & Technology Fundamentals	3
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	4
HLTH 1100	Personal Health and Wellness	2
	Fine Arts General Education Distribution Selective	3
	Semester Total	15

SEMESTER 2

NO	COURSE DESCRIPTION	CR
INFO 1200	Computer Programming I for IS/IT	3
ENGL 2010 or ENGL 2020	Intermediate Writing Humanities/Social Sciences or Intermediate Writing Science/Technology	3
	American Institutions Selective General Education	3
	Biology General Education Distribution Selective	3
	Physical Science General Education Distribution Selective	3
	Semester Total	15

SEMESTER 3

NO	COURSE DESCRIPTION	CR
INFO 2200	Computer Programming II for IS/IT	3
INFO 2450	Web Application Design	3
ACC 2010	Financial Accounting	3
PHIL 2050	Ethics and Values	3
HLTH 1300	Medical Terminology	2
HLTH 2200	Introduction to Health Professions	2
	Semester Total	16

SEMESTER 4

INFO 2030	Data Communication Fundamentals	3
INFO 2050	Database Fundamentals	3
MATH 2040 or MGMT 2340	Principles of Statistics or Business Statistics I	3
MGMT 2200	Business Communication	3
MGMT 3430	Human Resource Management	3
	Semester Total	15

SEMESTER 5

NO	COURSE DESCRIPTION	CR
IT 2700 or IT 2800 or IT 4800	Information Security Fundamentals or Computer Forensic Fundamentals or Advanced Computer Forensics	3
INFO 3120	Principles of Information Systems: A Managerial Approach	3
ECON 2020	Macroeconomics	3
	Humanities General Education Distribution Selective	3
	Another Biology or Physical Science Distribution Selective	3
	Semester Total	15

SEMESTER 6

COMP 301R	Digital Lecture Series	1
INFO 3410	Database Systems	3
MGMT 3010	Principles of Management	3
LEGL 3020	Intellectual Property and Cyber Law	3
INFO 3700	Health Informatics Fundamentals	3
INFO/IT	Other approved upper-division INFO or IT course	3
	Semester Total	16

SEMESTER 7

NO	COURSE DESCRIPTION	CR
INFO 3420	Web Systems Development 1	3
INFO 3430	Systems Analysis and Design	3
INFO 4120	Business Intelligence Systems	3
MKTG 3600	Principles of Marketing	3
INFO 3750	Healthcare Information Systems Applications	3
	Semester Total	15

SEMESTER 8

NO	COURSE DESCRIPTION	CR
INFO 405G	Global Ethical and Professional Perspectives in IS and IT	3
INFO 4430	Systems Design and Implementation	3
INFO 481R or INFO 489R	Internship or Undergraduate Research in IS&T	3
INFO 4700	Healthcare Information Systems Management	3
INFO/IT	Other approved upper-division INFO or IT course	3
	Semester Total	15
	Total All Semesters	122

Appendix C: Faculty

This is a list of current full-time Information Systems faculty. The one-year lecturer will be replaced by a full-time tenure-track position for the Fall 2011 semester.

John Anderson, Associate Professor

- Ph.D. Business Information Systems, Utah State University
- Attained several professional certifications including: ICCP Information Systems Analyst (ISA), ICCP, Mastery Level, Wireless #, Network+, Cisco CCAI and CCNA
- Published 9 peer reviewed articles, 13 conference proceedings, and one book chapter.
- 14 years of teaching in the information systems field at UVU, East Carolina University, Penn State Harrisburg, Appalachian State University, and Northeastern State University
- Faculty at UVU since 2007
- Areas of specialization: business intelligence systems, database design and development, enterprise systems, information systems management

Kim Bartholomew, Associate Professor

- ABD Computer Technology and Education, Nova Southeastern University
- Externship experience at a dental software-development organization and work experience as a web developer and manager of web content management systems.
- Faculty at UVU since 1994
- Areas of specialization: health information systems, business intelligence systems, e-commerce, computer-based instruction, web design and development, and managerial information systems

Martin Cryer, Lecturer

- ABD Biomedical Informatics, University of Utah
- 25 years of industry experience in computing field, operating systems design, internetworking appliances, and content filtering
- Faculty at UVU since 2010
- Areas of specialization: health information systems, programming, operating systems, managerial information systems

Keith Mulbery, Associate Professor

- Ph.D. Business Information Systems, Utah State University
- Business experience as developmental editor and series editor for publishing company
- Textbook author of Microsoft Excel 2010 for quantitative analysis and Visual Basic for Applications (VBA) 2010 for programming foundations
- Faculty at UVU since 1994
- Areas of specialization: business intelligence systems, systems analysis and design, programming, and managerial information systems

Pat Ormond, Professor

- MS Information Systems, Utah State University
- Business and industrial experience as a production planner, corporate tax accountant, and real estate property manager/investor
- Faculty at UVU since 1984
- Areas of specialization: introduction to information systems and technology, application software, computer-based assessment, managerial information systems

The following is a list of full-time faculty in the EGDТ Department who teach GIS courses in the Geomatics program (some of whom will teach GIS courses that will be required by the proposed GIS emphasis in the BS in Information Systems program):

Jim Cox, PLS, Assistant Professor

- MS Transportation Engineering
- 18 years of industry experience with the Utah Department of Transportation (UDOT) as a construction and operations engineer fulfilling various construction and operations management responsibilities, including surveying, engineering, financial budgets and project management
- Faculty at UVU since 2009

David Manning, Professor

- MS Instructional Technology
- Over 4 years of industry experience as a drafter/CAD operator, a surveyor, and a civil designer.
- Faculty at UVU since 1992

Danial L. Perry, Assistant Professor

- MBA
- 25 years of industry experience in civil design, surveying, mechanical/industrial design, sales, and marketing; over 15 years of experience owning and operating engineering and surveying firms
- Faculty at UVU since 2005

Darin Taylor, Professor

- MS Instructional Technology
- 12 years of industry experience as a surveyor
- Faculty at UVU since 1992

Section I: Request

Utah Valley University requests the addition of the Construction Management emphasis within the existing Technology Management (TM) Bachelor of Science degree effective Fall, 2011. This action was approved by the UVU Board of Trustees on February 10, 2011.

Section II: Need

Construction Management students seeking a bachelor degree will most commonly complete the BS in Construction Management degree; however, this emphasis provides an option for construction management students who have completed the emphasis-required course work on campus, but have relocated and need to take remaining courses online. The BS in Technology Management provides such an opportunity and supports degree completion. Many returning students at UVU have taken courses in construction. Others are primarily interested in online course opportunities. No other similar programs are currently offered in the state of Utah.

Section III: Institutional Impact

The Technology Management program is already in existence, with over 75% of coursework already offered online. Technology Management currently offers several courses required in the Construction Management BS degree, which will also be required in the new emphasis. No additional faculty, staff, equipment or resources will be required due to the addition of the emphasis. No additional space will be required, as students who select this option will primarily be taking courses online.

Section IV: Finances

No new funds will be required to offer this emphasis. This emphasis is not intended to conflict with students currently enrolled in the Construction Management BS degree as it is designed primarily for local students who cannot commute to the Orem campus or have relocated to other states.

Appendix A: Curriculum

BS in Technology Management

125 Credits

Matriculation Requirements: 45.0 Credits

Students must complete 45 technical credits (see **Emphasis Requirements**) 45.0

- See specific Technical Area for the 45 credit requirement.
- or See Technology Management Emphasis in Integrated Technology

General Education Requirements: 35.0 Credits

- ENGL 1010 Introduction to Writing (3.0) 0.0
- ENGL 2010 Intermediate Writing--Humanities/Social Sciences (3.0) 0.0
- or ENGL 2020 Intermediate Writing--Science and Technology - Recommended (3.0)
- MATH 1040 Introduction to Statistics (3.0) 0.0
- Complete one of the following: 3.0
- HIST 2700 US History to 1877 (3.0)
- and HIST 2710 US History since 1877 (3.0)
- HIST 1700 American Civilization (3.0)
- HIST 1740 US Economic History (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) 0.0
- HLTH 1100 Personal Health and Wellness (2.0)
- or PES 1097 Fitness for Life (2.0) 0.0
- Distribution Courses
- Biology 3.0
- Physical Science 3.0
- Additional Biology or Physical Science 3.0
- Humanities Distribution 3.0
- Fine Arts Distribution 3.0
- TECH 2000 Technology and Human Life Fulfills Social/Behavioral Science (3.0) 3.0

Discipline Core Requirements: 30.0 Credits

Meet with Technology Management advisor to complete a degree plan prior to enrollment in Technology Management courses.

- TECH 3000 Introduction to Technology Management (3.0) 3.0
- TECH 3010 Creativity Innovation and Change Management (3.0) 3.0
- or MGMT 3170 Entrepreneurship (3.0)
- TECH 3400 Project Management (3.0) 3.0
- TECH 3850 Quality Assurance in Technology (3.0) 3.0
- TECH 405G Global Ethical and Professional Issues in Technology (3.0) 3.0
- TECH 4420 Organization Information Technologies (3.0) 0.0
- TECH 4820 Current Topics in Technology Management (2.0) 2.0
- TECH 4910 Senior Capstone Project (3.0) 0.0
- ACC 3000 Financial Managerial and Cost Accounting Concepts (4.0) 0.0
- MGMT 3430 Human Resource Management (3.0) 0.0

Elective Requirements: 15.0 Credits

- Complete 15 credits from the following 15.0
- TECH 301R Technology Lecture Series - May not be taken concurrently with TECH 4820 (1.0)
- TECH 3700 Materials Management (3.0)
- TECH 4000 Reliability Engineering and Safety (3.0)
- TECH 4200 Technology Marketing and Distribution (3.0)
- TECH 4400 Advanced Project Management (3.0)

- TECH 481R Internship - Up to 3 credits may be selected (1.0)
- TECH 489R Undergraduate Research in Technology Management (1.0)
- TECH 497R Independent Study - Up to 4 credit hours may be selected (1.0)
- LEGL 3000 Business Law (3.0)
- ENGL 4310 Advanced Technical Communication (3.0)
- MGMT 3450 Operations Management (3.0)
- MGMT 3470 Lean Management Systems (3.0)
- Up to 6 credits toward Leadership Certification with the Center for the Advancement of Leadership
- Students may select up to 9 credits of other upper division technology related courses with advisor approval.

Graduation Requirements:

- 1 Completion of a minimum of 125 semester credits
- 2 Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)
- 3 No grade lower than a C- in any TECH course.
- 4 Residency hours--minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- 5 Completion of GE and specified departmental requirements.
- 6 Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

Note:

No upper-division Technology Management (i.e. Technology Management or Business Management) course work older than six years can be counted toward graduation.

Emphasis in Construction Management

45 Credits

Discipline Core Requirements:

45.0 Credits

- BIT 1020 Residential Codes (3.0) 3.0
- or BIT 1010 Building Codes (3.0)
- CMGT 1160 Building Information Modeling Highly recommended (3.0) 3.0
- or EGDT 1020 3D Architectural Modeling (3.0)
- or EGDT 1100 Architectural Drafting (3.0)
- or EGDT 1090 Introduction to Architecture Drafting (3.0)
- EGDT 1400 Surveying (4.0) 4.0
- CMGT 1010 Introduction to Construction Management (3.0) 3.0
- CMGT 2010 Construction Materials and Methods II (3.0) 3.0
- CMGT 3000 Principles of Construction Scheduling (3.0) 3.0
- CMGT 3030 Principles of Construction Estimating (3.0) 3.0
- CMGT 3040 Construction Job Site Management (3.0) 3.0
- Select 20 credits from BCCM, BIT, CMGT, EGDT, GIS, SURV, or similar transfer credits as approved by TM advisor. 20.0

May11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University —Three-Year Reports

The following Three-Year Reports have been submitted for consideration by the Regents as recommendations from the Programs Committee.

Utah Valley University

BA in ASL and Deaf Studies Education

Program Description

The Utah Board of Regents approved UVU's BA in ASL and Deaf Studies Education degree on March 9, 2007 with the program officially opened Fall 2007. The program has grown in size and stature faster than imagined. It is currently the largest Deaf Studies program in the world with over 600 declared majors, 335 of whom are currently pursuing a BA in ASL and Deaf Studies Education. The faculty consists of six full-time contract faculty and eight to eleven adjunct faculty per semester.

The program continues to be a major player on the international Deaf Studies scene as the host of "Deaf Studies Today!" – one of the largest and most significant academic conferences in the field. This biennial conference features live performance art, an international Deaf film festival, professional visual arts shows and numerous other activities that bring together not only the various disciplines that make up Deaf Studies as a field, but also non-academic people who are either Deaf-World members or who have an interest in it. UVU's students play a major role in the conference at every level, including presenting research based on their coursework. They have also taken that experience into professional life as graduates of this program.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Enrollment Description

The budget is based on new courses needed to support this degree. Only anticipated enrollments, costs, faculty, and tuition for their specific courses are included in Policy R401. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following

table includes the estimates from Policy R401 for only the new upper-division courses and the actual data for all courses in the Languages Department.

Enrollment Data						
	Year 1 (2007-08)		Year 2 (2008-09)		Year 3 (2009-10)	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment*	15.00	497.00	35.00	524.80	44.50	649.90
Cost Per FTE*	\$1,415	\$3,225	\$6,428	\$3,218	\$5,483	\$2,884
Student/Faculty Ratio*	17.00	16.27	18.00	16.10	18.00	18.36
Headcount**	50	26	115	59	145	87
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program*	\$42,180	\$1,491,000	\$98,420	\$1,673,062	\$125,134	\$2,251,254

*Estimates reflect only the additional FTE enrollments, cost per FTE, student/faculty ratio, and tuition to programs for new upper division courses. Actuals include all Languages FTE enrollments, cost per FTE, student/faculty ratio, and tuition to program as ASL and Deaf Studies Education is not a separate department.

**Estimates included Headcount in both the ASL and Deaf Studies BA and the ASL and Deaf Studies Education (DSED) degrees. Actuals reflect only Headcount in ASL and Deaf Studies Education.

Employment Information

To date, five students have received the BA in ASL and Deaf Studies Education. As indicated in the table below, all are currently employed in the field. Four are working in Utah and one in California.

Employment Status of UVU ASL & DS Education Graduates				
Term Graduated	Graduate School	Employed in Field	Employed Other	Unknown
Spring 2009	0	2	0	0
Spring 2010	0	3	0	0

BA in Deaf Studies

Program Description

The Utah Board of Regents approved UVU's BA in ASL and Deaf Studies Education degree on March 9, 2007 with the program officially opened Fall 2007. The program has grown in size and stature faster than imagined. It is currently the largest Deaf Studies program in the world with over 600 declared majors, 335 of whom are currently pursuing a BA in ASL and Deaf Studies Education. The faculty consists of six full-time contract faculty and eight to eleven adjunct faculty per semester.

The program continues to be a major player on the international Deaf Studies scene as the host of "Deaf Studies Today!" – one of the largest and most significant academic conferences in the field. This biennial conference features live performance art, an international Deaf film festival, professional visual arts shows and numerous other activities that bring together not only the various disciplines that make up Deaf Studies as a field, but also non-academic people who are either Deaf-World members or who have an interest in it. UVU's students play a major role in the conference at every level, including presenting research based on their coursework. They have also taken that experience into professional life as graduates of this program.

This action was approved by the UVU Board of Trustees on February 10, 2011.

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Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program*	\$42,180	\$1,491,000	\$98,420	\$1,673,062	\$125,134	\$2,251,254

* Estimates reflect only the additional FTE enrollments, cost per FTE, student/faculty ratio, and tuition to programs for new upper division courses. Actuals include all Languages FTE enrollments, cost per FTE, student/faculty ratio, and tuition to program as Deaf Studies is not a separate department.

**Estimates included Headcount in both the ASL & Deaf Studies BA and the ASL & Deaf Studies Education (DSED) degrees. Actuals reflect only Headcount in Deaf Studies.

Employment Information

To date, 31 students have received their BA Degrees in Deaf Studies (either General or Interpreting emphases). The table below gives the employment status for these graduates.

Employment Status of UVU ASL & DS Graduates				
Term Graduated	Graduate School	Employed in Field	Employed Other	Unknown
Fall 2008	0	1	0	0
Spring 2009	2	3	0	2
Summer 2009	0	1	0	0
Fall 2009	1	3	2	0
Spring 2010	1	6	2	2
Summer 2010	0	3	1	1

BS in Software Engineering

Program Description

The Bachelor of Science Degree in Software Engineering (SE) at Utah Valley University prepares students to enter the high technology computer software development field. Upon graduating, they are prepared to design and implement large software systems to meet the needs of the enterprise. During the course of

their study, the students program and implement complex simulations of their designs, work in teams, prepare specification and design documents, and become skilled in the use of comprehensive, up-to-date design tools. They also design and implement a number of complex projects as part of their education. This program was approved by the Board of Regents on March 3, 2007 and began admitting students during the Fall 2007 semester.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Enrollment Description

No new courses were required for this degree program. Thus, Policy R401 included no FTE, expenditure, or revenue request. Actuals include the Department of Computer/Networking Science in total. Headcount is limited to only those students declaring a Software Engineering major.

Enrollment Data¹						
	Year 1		Year 2		Year 3	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	N/A	138	N/A	141.70	N/A	170.20
Cost Per FTE	N/A	\$12,092	N/A	\$13,296	N/A	N/A
Student/Faculty Ratio	N/A	10.73	N/A	9.17	N/A	10.35
Headcount	N/A	26	N/A	40	N/A	54
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	N/A	\$414,000	N/A	\$451,740	N/A	\$589,573

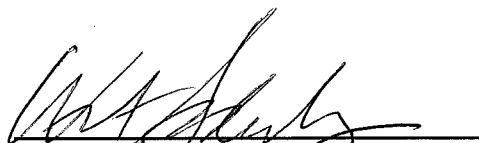
Employment Information

Thirteen students have graduated with a BS in Software Engineering, and nine are currently employed in the software engineering field.

Term Graduated	Graduate School	Employed in Field	Employed Other
200840	0	3	1
200920	0	5	0
201040	0	1	3

Commissioner's Recommendation

The Commissioner recommends the Regents approve Utah Valley University's Three-Year Reports.


William A. Sederburg, Commissioner

WAS/GW
Attachment

¹ Enrollment estimates were not included with the original R401 request that was approved in March 2007.

**Three-Year Follow-Up Report
Utah Valley University
B.A. in ASL and Deaf Studies Education
16 February 2011**

Program Description

The Utah Board of Regents approved UVU's B.A. in ASL and Deaf Studies Education degree on March 9, 2007 and the program officially opened in the Fall of 2007. The program has grown in size and stature faster than imagined. It is currently the largest Deaf Studies program in the world with over 600 declared majors, 335 of which are currently pursuing a BA in ASL and Deaf Studies Education. The faculty consists of six full-time contract faculty and eight to eleven adjunct faculty per semester.

The program continues to be a major player on the international Deaf Studies scene as the host of Deaf Studies *Today!*—one of the largest and most significant academic conference in the field. This biennial conference features live performance art, an international Deaf film festival, professional visual arts shows and numerous other activities that bring together not only the various disciplines that make up Deaf Studies as a field, but also nonacademic people who are either Deaf-World members or who have an interest in it. UVU's students play a major role in the conference at every level, including presenting their own research based on their coursework, and they have taken that experience into professional life as graduates of this program.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Enrollment Description

R401 budgets are based on new courses needed to support this degree. Only the anticipated enrollments, costs, faculty, and tuition for their specific courses are included in the R401. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following table includes the estimates from the R401 for only the new upper division courses and the actual data for all courses in the Languages department.

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**Estimates included Headcount in both the ASL and Deaf Studies BA and the ASL and Deaf Studies Education (DSED) degrees. Actuals reflect only Headcount in ASL and Deaf Studies Education.

Employment Information

To date, five students have received the B.A. in ASL and Deaf Studies Education. As indicated in the table below, all are currently employed in the field. Four are working in Utah and one in California.

Employment Status of UVU ASL & DS Education Graduates

Term Graduated	Graduate School	Employed in Field	Employed Other	Unknown
Spring 2009	0	2	0	0
Spring 2010	0	3	0	0

**Three-Year Follow-Up Report
Utah Valley University
B.A. in Deaf Studies
02/16/2011**

Program Description

The Utah Board of Regents approved UVU's B.A. in Deaf Studies on March 9, 2007 and the program officially opened in the Fall of 2007. The program has grown in size and stature faster than imagined. It is currently the largest Deaf Studies program in the world with over 600 declared majors, with 285 students currently seeking a BA in Deaf Studies. The faculty consists of six full-time contract faculty and eight to eleven adjunct faculty per semester.

The program continues to be a major player on the international Deaf Studies scene as the host of Deaf Studies *Today!*—one of the largest and most significant academic conference in the field. This biennial conference features live performance art, an international Deaf film festival, professional visual arts shows and numerous other activities that bring together not only the various disciplines that make up Deaf Studies as a field, but also nonacademic people who are either Deaf-World members or who have an interest in it. UVU's students play a major role in the conference at every level, including presenting their own research based on their coursework, and they have taken that experience into professional life as graduates of this program.

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Employment Information

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Employment Status of UVU ASL & DS Graduates

Term Graduated	Graduate School	Employed in Field	Employed Other	Unknown
Fall 2008	0	1	0	0
Spring 2009	2	3	0	2
Summer 2009	0	1	0	0
Fall 2009	1	3	2	0
Spring 2010	1	6	2	2
Summer 2010	0	3	1	1

**Three Year Follow-Up Report
Utah Valley University
B.S. in Software Engineering
02/16/2011**

Program Description

The Bachelor of Science degree in Software Engineering (SE) at Utah Valley University prepares students to enter the high technology computer software development field. Upon graduating, they are prepared to design and implement large software systems to meet the needs of the enterprise. During the course of their study, the students program and implement complex simulations of their designs, work in teams, prepare specification and design documents; and become skilled in the use of comprehensive, up-to-date design tools. They also design and implement a number of complex projects as part of their education. This program was approved by the Board of Regents on March 3, 2007 and began admitting students during the Fall 2007 semester.

This action was approved by the UVU Board of Trustees on February 10, 2011.

Enrollment Description

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Enrollment Data ¹						
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Employment Information

Thirteen students have graduated with a BS in Software Engineering, and nine are currently employed in the software engineering field.

Term Graduated	Graduate School	Employed in Field	Employed Other
200840	0	3	1
200920	0	5	0
201040	0	1	3

¹ Enrollment estimates were not included with the original R401 request that was approved in March 2007.

May 11, 2011

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
SUBJECT: 2010-2011 Outreach Update

Background

Given lower high school graduation and college participation rates among ethnic minority students, and the changing demographics in Utah with these populations growing rapidly, at the state level we are making a concerted effort to help minority populations complete high school, prepare for, attend, and succeed in college. In every area of the state there is room for improvement but in some counties the need is particularly acute. All of these challenges require a statewide effort in establishing readiness standards and communicating clear signals to students, parents and our K-12 partners.

Additionally as it is denoted by the literature, we must prevent the "leaking pipeline" by intentional interventions prior to 9th grade. To align with the Regents' goal of increasing participation and to provide statewide coordination, support, and collaboration among the USHE institutions, the Office of the Commissioner of Higher Education created in July 2009 the "Outreach and Access" unit. This unit is under the general supervision of Associate Commissioner Dave Buhler. Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, and her team have oversight of the Utah Scholars Initiative, Regents' and New Century Scholarships, College Access Challenge Grant, and other issue pertaining to increasing college awareness and participation, with a special emphasis on increasing communication and collaboration among programs/initiatives that help under-served populations better prepare for and succeed in college.

As a Loan Guarantee Program of the U.S. Department of Education, UHEAA is required to do education outreach. Under the general supervision of Michael Nemelka, Associate Executive Director for Guarantor Services, and the oversight of Stephen Rogers, Manager for Outreach, and his team, UHEAA distributes and provides information and training throughout the state of Utah for students, parents and educators on college access, participation, and financial literacy with a special emphasis on serving under-represented populations.

In collaboration with one another, the Office of the Commissioner and UHEAA are striving to help Utah citizens plan, prepare and succeed in college through the following outreach efforts.

Given the complexity of issues, separate updates on the scholarships and the College Access Challenge Grant have been and will be shared with the Board throughout the year.

Issue

Utah Scholars Initiative

The Utah Scholars Initiative was launched in the 2006-2007 school year with a \$300,000 grant from the United States Department of Education and the Western Interstate Commission for Higher Education (WICHE). The Utah Scholars Initiative is a business and education partnership in which volunteers go into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking a defined core of courses, the Utah Scholars Core Course of Study, throughout all four years of high school. During the first year of implementation, eight middle schools and five high schools across the Wasatch Front in Davis, Granite, Jordan, and Park City School Districts were selected to pilot the Utah Scholars Initiative. By the end of 2010-2011 school year, the Utah Scholars presentation will have been delivered to nearly 20,392 eighth-graders by 80 different business and community leaders.

It is important to note that the Utah Scholars Core Course of Study was adopted in 2008 as the course criteria for the Regents' Scholarship. Utah Scholars works with partner districts and schools that primarily serve a larger percentage of under-served populations. This is an intentional outreach effort to increase awareness of students and parents about what it takes to be ready for and successful in college. The Regents' Scholarship is currently the financial incentive linked to this program, although the scholarship is available to all Utah students who qualify.

Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, Andrea Cox, the Utah Scholars Program coordinator, and the Outreach and Access undergraduate Intern, Darby Thomas, have worked diligently to build stronger relationships with partner districts and schools. For 2011-2012 we have the ten participating districts which are Alpine, Davis, Canyons, Granite, Jordan, Ogden, Park City, Provo, Salt Lake, Washington. This year we are servicing:

- 40 High Schools: (Including all schools in Alpine, Davis, Park City, Washington, Ogden, and Salt Lake Districts and AMES- Early College High School)
- 62 Junior High/Middle Schools

Additionally, this year we have greatly increased our volunteer base, adding more business, community, and higher education partners. To date, we have trained 256 volunteers, with approximately 12 bilingual volunteers, which has provided us the opportunity to service some schools with Spanish presentations. As of April 2011:

- 565 presentations had been delivered at all our partner junior high/middle schools.
- 20,392 eighth- and ninth-grade students have been reached.

As we prepare for 2011-2012, we hope to continue to strengthen current partnerships and to expand and service more schools within existing partner districts, such as Canyons and Jordan.

The program growth and sustainability has been made possible the past three years by the U. S. Department of Education's College Access Challenge Grant.

UHEAA Outreach

During FY2010 to April 2011, UHEAA's Outreach team provided training and materials to 24,775 Utahns, consisting of middle school and high school counselors, public education and higher education administrators, teachers, and students and their parents. Listed below is a description of these outreach activities and the number of recipients served.

UtahFutures.org

In cooperation with State Office of Education, the State Board of Regents, the Division of Workforce Services, the State Office of Rehabilitation, GEAR UP and the Utah State Library, provides and promotes UtahFutures.org, which is Utah's primary online tool for college and career planning. UHEAA's outreach team develops and maintains the website, provides content for the site, and provides training to high school and middle school students, as well as counselors and educators, about how to use UtahFutures.org.

- Number of users per month: 30,000
- Number of UtahFutures training events in FY2010: 104
- People Trained: 9,419

National Training for Counselors and Mentors and other Counselor/Educator Training

Training specifically geared toward counselors, mentors, K-12 educators, and post-secondary educators included events such as National Training for Counselors and Mentors (NT4CM) which places emphasis on sharing information on financial aid and scholarship resources, demonstrations and training on how to use college information systems such as UtahFutures, and more.

- Number of events in FY2010: 45
- Educators trained: 1,029

Financial Aid Nights/College Fairs

UHEAA's Outreach team also participates in back-to-school nights, financial aid nights, college fairs, and career fairs. These involve distributing materials about college preparation and paying for college, as well as answering the specific questions of students and parents.

- Number of events in FY2010: 39
- Students and parents assisted: 6,971

FAFSA Completion Events

UHEAA conducts FAFSA completion events and FAFSA Nights. The FAFSA is the Free Application for Federal Student Aid, a federal form required to determine eligibility for Pell Grants, student loans, and other types of aid. These events involve personalized help filling out the FAFSA and are targeted toward populations traditionally under-represented in higher education.

- Number of events in FY2010: 26
- Students and parents mentored: 752

Financial Literacy Awareness/College Access and Prep

Another primary aspect of UHEAA's Outreach work is financial literacy, college access, and college preparation training. These events focus on UtahFutures as a tool to help students plan and prepare for post-secondary education. These events are held in high schools and middle schools and provide resources for the students to take responsibility for planning their own futures.

- Number of events in FY2010: 18
- Students mentored: 6,604

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum, and to note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.


William A. Sederburg, Commissioner

WAS/MMK

May 11, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: New Publication: "How to Prepare for Your Future"

Issue

The Commissioner's Office, in coordination with UHEAA and the marketing/PR teams at USHE institutions, has prepared and printed 5,000 copies of the new *How to prepare for your Future* publication for sophomores and junior high school students. This publication contains a helpful checklist to assist students and parents in planning and preparing for college. The contents also include:

- College and Career Readiness Recommendations
- High School Course Selection Recommendations
- Helpful College terms and definitions
- College and University Spotlights
- Information on UtahFutures.org and the Utah Educational Savings Plan

These booklets were developed for and will be distributed by the Utah Council during the month of May at events held around at six of the USHE institutions in an effort to encourage the college planning conversation to begin earlier. These events are designed as a "fair style open house", where participants during a two-hour period can choose to attend a Higher ED 1010 workshop, as well as others on navigating Financial Aid/Scholarships, College Admissions, and using Utah Futures.org. Additionally, college and university representatives will be on hand to answer specific questions regarding their institutions. The total cost for creating, printing, and distributing these guides was funded by the College Access Challenge Grant awarded to the State Board of Regents and Commissioner's Office in 2010. A copy of each guide is included for your information.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum, and to note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

William A. Sederburg
Commissioner of Higher Education

WASMMK

May 11, 2011

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: Amend Something Previously Adopted

The minutes of the October 2010 Board of Regents were adopted unanimously on December 9, 2010, on motion by Regent Theurer and second by Regent Snow.

We discovered this week that the minutes of that meeting had inadvertently omitted mention of Tab S, University of Utah – Refunding of UUHC Series 2008 Hospital Variable-rate Revenue Bonds, and Tab T, University of Utah – Bonding Authorization for South Jordan Health Center. It has been confirmed that both items were approved by the Board. Attached are the corrected minutes (see page 9).

According to *Robert's Rules of Order, Newly Revised, 10th edition, § 35*, minutes can be amended by a motion to Amend Something Previously Adopted, when adequate notice is given. The motion must be seconded and requires a two-thirds vote or the vote of the majority of the entire Board membership.

Commissioner's Recommendation

The Commissioner recommends that the minutes of the October 2010 Board of Regents meeting be amended as provided in *Robert's Rules of Order, Newly Revised*.

William A. Sederburg, Commissioner

WAS:jc
Attachment

STATE BOARD OF REGENTS MEETING
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
A. RAY OLPIN STUDENT UNION
OCTOBER 29, 2010

CORRECTED Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Brent Brown
Daniel W. Campbell
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Gregory Haws
Meghan Holbrook
Nolan E. Karras
Robert S. Marquardt
Carol Murphy
William Prows
David E. Smith
Marlon O. Snow
Teresa Theurer
John H. Zenger

Regents Excused

Jerry C. Atkin
Jed H. Pltcher

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Jeff Aird, Intern
Holly Braithwaite, Director of Communications
Joseph Curtin, Director of Institutional Research and Analysis
Richard O. Davis, Deputy Executive Director, UHEAA
David Feitz, Executive Director, UHEAA, and Associate Commissioner
Ralph Hardy, Special Assistant to the Associate Commissioner
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Cameron K. Martin, Associate Commissioner for Economic Development and Planning
Darren Marshall, Manager of Audit and Financial Services
Paul C. Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory L. 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
Utah State University – Stan L. Albrecht, President
Weber State University – F. Ann Millner, President
Southern Utah University – Michael T. Benson, President
Snow College – Scott L. Wyatt, President
Dixie State College – Stephen D. Nadauld, President
Utah Valley University – Matthew S. Holland, President
Salt Lake Community College – Cynthia A. Bioteau, President

(Other institutional personnel were present. Those names are on file in the Commissioner's Office.)

Representatives of the Press

Brian Maffly, *Salt Lake Tribune*
Doug _____, KUER Intern

Other Guests

Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the University of Utah Board of Trustees, Chair Jordan called to order the Regents in Committee of the Whole at 9:20 a.m. He welcomed everyone to the University of Utah campus and excused Regents Atkin and Karras. Chair Jordan briefly reviewed the day's agenda.

Commissioner's Report

Commissioner Sederburg reported that the USHE budget request had been presented to Governor Herbert on October 27. UHEAA is in the process of refinancing \$1.2 billion (see Tab R) and has received a \$401,000 federal grant for refinancing, a student loan services job retention program, and for training UHEAA personnel for direct loan servicing. Dr. Sederburg also noted UESP had passed the \$3.5 billion level in investments. The Commissioner informed the Regents that regional breakfast and luncheon meetings had been scheduled with legislators prior to the 2011 General Session. He also asked the Regents and Presidents to note that the next Higher Education Day Luncheon in the Capitol Rotunda had been scheduled for Monday, February 28, 2011. He encouraged the Regents to be there, if possible.

Commissioner Sederburg reported briefly on recent actions of the Governor's Education Excellence Commission and noted the Commission had recommended seven items for action: (1) Restore optional all-day kindergarten, (2) plan for 90 percent proficiency in reading and math in 3rd and 6th grades, (3) adopt Common Core Standards for secondary schools, based on a college- and career-readiness curriculum, (4) expand current pilot testing program (in K-12), (5) recommend legislation for mission-based funding, (6) build upon and expand the Utah Cluster Acceleration Program (UCAP), and (7) build an online system for high school seniors to complete college general education requirements.

Dr. Sederburg reported that he was one of eight Utahns who attended a Complete College America academy earlier in the month. Common issues discussed by the consortium included remediation, structure and new models, reduced time, and performance funding. The Commissioner reported that academic majors' meetings had been completed, involving 350 faculty and advisors. Many of the meetings were held this year via IP Video. He also briefly reported on the progress of the UCAP program.

Commissioner Sederburg introduced Holly Braithwaite, the new Director of Communications, and welcomed her to the Utah System of Higher Education.

2010 Report of the 2020 Higher Education Plan

Commissioner Sederburg referred to the materials in Tab A, which was prepared in compliance with the Regents' statutory responsibility for statewide planning (Section 53B-6-101(2)). He said expectations were being met for the Governor's charge to higher education ("...present [me] with a report, due this fall, that shows how our colleges and universities plan to meet the growing need for students with associate's and bachelor's degrees to address the workforce demands of Utah employers in the 21st Century"). The Commissioner reported that the Salt Lake Chamber has made education one of its priorities. He reviewed the timeline between the Governor's charge and the plan's delivery date to the Governor.

The focus of the 2020 plan is meeting the Utah goal of having 66 percent of its citizens with some postsecondary credential (certificate or degree) by 2020. The plan has been posted to the Web at HigherEdUtah2020.org, and the general public has been invited to comment. The Commissioner reviewed the document, and pointed out the new institutional mission statements contained in the plan.

Regent Zenger thanked everyone who had worked on this plan, especially Associate Commissioner Martin. **He moved that the Commissioner's staff identify three or four action steps in each of the five areas already identified, as well as those steps that need special attention, and that the staff be directed to come back with recommendations and specific high priority action items, which Chair Jordan identified as those that most urgently need to be completed in 2011).** **Regent Campbell seconded the motion, which was adopted unanimously.** Regent Zenger also recommended that the Regents commit in January of each year to a revised, updated plan. He asked the Presidents to communicate with their important stakeholders – students, faculty, staff, trustees, etc., and encourage them to access the plan and provide feedback/reactions. Chair Jordan said the plan would come to the Regents in December for a formal vote. It should reflect our best effort at that point in time. He pointed out this is a work in progress. Commissioner Sederburg thanked the Presidents for their involvement in finalizing the mission statements of their respective institutions.

Information Technology Task Force Report

Dr. Stephen Hess, Chief Information Officer for the USHE as well as the University of Utah, referred to Tab B and said the task force's goal for 2020 was to leverage information technology to achieve the Regents'

goals. He stated that Utah cannot reach its 66 percent goal unless we modify how instruction is delivered. He referred to a book by Dr. Clayton Christensen about technology's ability to disrupt the classroom, and quoted from the book, "To survive, the universities and colleges must break with tradition, but to thrive, they must continue to do what they do best." Dr. Hess pointed out that in higher education, use of the Internet has doubled every year. He said there were ten new disruptive technologies which impact higher education, including social media, which is a \$20 trillion industry. He referred to users under the age of 45 as "digital natives" and to those over the age of 45 as "digital migrants." Dr. Hess said the Presidents would present their institutions' accomplishments in the December Board meeting.

Regent Karras remarked it was a very ambitious plan. Advocacy will be needed for its success. He asked if the 2020 plan in its current form included the right emphases on technology. Dr. Hess replied that the plan mostly includes the necessary emphases; it's a very good start. However, some up-front money will need to be invested. Chair Jordan asked Dr. Hess and his task force to make sure technology had been layered in to the 2020 plan.

Regent Marquardt asked how this plan would save money. President Millner replied Weber State University has been able to handle a greater number of students by putting some courses online. She pointed out that not all students have access to a computer with broadband access, even though they may be "digital natives." Regent Marquardt then asked if the face-to-faces were more or less expensive than online courses. President Millner said cost structures differ according to the specific courses. Efficiencies have allowed Weber to accommodate more students without greater expense. Several other Presidents commented. President Bioteau pointed out efficiencies occur when the institutions work as a system on shared courses. She asked the Regents to consider quality classes online and hybrid courses for online delivery.

Commissioner Sederburg commented that the two "sweet spots" were course completion and degree completion through technology. Technology is also the connecting point between K-12 and higher education in the coordinated approach toward the senior year of high school.

Chair Jordan thanked Dr. Hess for his report. The Regents were then recessed to their respective committees at 10:53 a.m.

During lunch, President Young presented his State of the University remarks. The meeting of the Committee of the Whole resumed at 1:40 p.m.

President Bioteau introduced Dr. Chris Picard, the new provost at Salt Lake Community College.

General Consent Calendar

On motion by Regent Snow and second by Regent Marquardt, the following items were unanimously approved on the Regents' General Consent Calendar (Tab Z):

- A. Minutes – Minutes of the Regular Board Meeting held August 26, 2010 at Southern Utah University in Cedar City, Utah
- B. Grant Proposals (on file in the Commissioner's Office)
- C. Awards
 - 1. Utah State University – Utah Department of Transportation; "Federal Funding of a Tier II University Transportation Center"; \$1,093,492. Kevin Womack, Principal Investigator.
 - 2. Utah State University – U.S. Naval Research Laboratory; "Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3"; \$2,256,153. Darin Partridge, Principal Investigator.
 - 3. Utah State University – U.S. Department of Energy; "ARRA: The Snake River Geothermal Drilling Project: Innovative Approaches to Geothermal Exploration"; \$6,444,5498. John Shervais, Principal Investigator.
 - 4. Utah State University – National Institute of Food and Agriculture ; "Implementation of Western Region Sustainable Agriculture Research"; \$3,159,122. Phil Rasmussen, Principal Investigator.
 - 5. Utah State University – National Institute of Food and Agriculture ; "2010 Implementation of WSARE Professional Development Program"; \$1,084,175. Phil Rasmussen, Principal Investigator.
 - 6. Utah State University – National Institutes of Health; "ARRA: Progression of Dementia: A Population Study"; \$1,438,268. Joann Tschanz, Principal Investigator.
 - 7. Utah State University – U.S. Air Force Space and Missiles Command; "Space and Missile Command Subcontract to Northrop Grumman, Aug 2010 - Mar 2011"; \$3,970,173. Pat Patterson, Principal Investigator.
 - 8. University of Utah – National Institutes of Health/National Cancer Institute; "SEER" \$1,681,150. Antoinette MR Stroup, Principal Investigator.
 - 9. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; "Cardiac Genome Analysis"; \$1,576,328. H. Joseph Yost, Principal Investigator.
 - 10. University of Utah – National Institutes of Health/National Library of Medicine; "Development of a Statewide MPI"; \$1,500,701. Scott P. Narus, Principal Investigator.
 - 11. University of Utah – Health Resources and Services Administration; "EMSC CDMCC"; \$1,500,000. J. Michael Dean, Principal Investigator.

12. University of Utah – Center for Disease Control and Prevention; “ERC Training Grant”; \$1,481,474. Kurt Timothy Hegmann, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Genomic and Proteomic Network”; \$1,047,020. Michael W. Varner, Principal Investigator.
14. University of Utah – National Science Foundation; “Extending Campus Networks”; \$1,176,470. Steven Corbato, Principal Investigator.
15. University of Utah – U.S. Department of Energy/National Energy Technology Lab; “Site Char Geo Formations CO₂”; \$5,000,000. Brian J. McPherson, Principal Investigator.
16. University of Utah – National Institutes of Health/National Cancer Institute; “Telephone Linked Care”; \$1,286,549. B. Kathleen Mooney, Principal Investigator.
17. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Conus Peptides and Their Receptor Targets”; \$1,778,571. Baldomero M. Olivera, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute of General Medical Science; “HIV/Host Interactions”; \$3,634,353. Wesley I. Sundquist, Principal Investigator.
19. University of Utah – Health Resources and Services Administration; “CMP Personalized Health Care”; \$1,584,000. Joyce A. Mitchell, Principal Investigator.
20. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Vascular Access”; \$1,114,245. Alfred K. Cheung, Principal Investigator.
21. University of Utah – National Institutes of Health/National Center for Research Resources; “Bioelectric Field Modeling, Simulation and Visualization”; \$1,098,758. Christopher R. Johnson, Principal Investigator.
22. University of Utah – National Park Service; “Assistance for the University of Utah Museum of Natural History”; \$1,000,000. Sarah B. George, Principal Investigator.
23. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Safety in Vocalization”; \$1,077,103. Ingo Titze, Principal Investigator.
24. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$1,039,048. Darin Partridge, Principal Investigator.

25. Utah State University – National Institute of Food and Agriculture; “Improved Organic Milk”; \$1,019,411. Jennifer MacAdam, Principal Investigator; Allen Young, Jong-su Eun, and Jennifer Reeve, Co-Principal Investigators.

Reports of Board Committees

Program/Planning Committee

Dixie State College – Bachelor of Science Degree in Music Education (Tab C). Chair Zenger moved approval of this program. The motion was seconded by Regent Davis and approved unanimously.

Three-Year Program Reviews (Tab D). Chair Zenger moved approval, with a second by Regent Theurer, of the following three-year program reviews:

- Utah State University
 - Agricultural Communication and Journalism
 - Bachelor of Science/Bachelor of Arts in International Business
- Dixie State College
 - Bachelor of Arts/Bachelor of Science in English
 - Bachelor of Arts/Bachelor of Science Medical Radiography AAS Degree

Chair Zenger reported that the committee had accepted and approved the Participation Task Force Report (Tab E). **He moved that the Board approve the report. Regent Theurer seconded the motion.** Chair Jordan pointed out that acceptance of the report included acceptance of the recommendations therein. Associate Commissioner Buhler stated that the recommendations included some action to be taken on the part of the Regents at future meetings. **Vote was taken on the motion, which was adopted unanimously.**

The following agenda items were discussed by the committee but not reported in Committee of the Whole:

- Community College Task Force Recommendations (Tab F)
- Draft Statement on College and Career Readiness (Tab G)
- USHE Secondary Counselor Conference Summary (Tab H)
- Utah Scholars Initiative Annual Report (Tab I)
- Report to the Legislature on the New Century and Regents’ Scholarships (Tab J)
- Legislative Outreach -- Regional Briefings (Tab K)
- USHE – Fall 2010 Enrollment Report (Tab L)

Finance/Facilities Committee

Dixie State College – Housing Project (Tab M). Chair Karras reported Dixie officials were requesting conceptual approval of this project, which was already approved by DFCM. **Chair Karras moved approval in concept of this item. The motion was seconded by Regent Brown and adopted unanimously.**

University of Utah – Campus Master Plan Update (Tab N). Chair Zenger moved approval of the U’s updated master plan. Regent Garff seconded the motion, which was adopted unanimously.

Amendments to Regents' Policy R565, *Audit Committees* (Tab O). Chair Karras reported the policy had been amended to include a new "Audit Notification" section. **He moved approval of the amendment to Policy R565. Regent Campbell seconded the motion, which was adopted unanimously.**

Utah State University – Purchase of Property in Tremonton (Tab P). Chair Karras explained the property being purchased was a former IHC medical office building in Tremonton. The fair-marked appraised value of the property was \$340,000, which is also the purchase price. Funding will come from tuition and fees at Utah State University's regional campuses and distance education. **Chair Karras moved approval of the transaction, seconded by Regent Brown. The motion carried.**

University of Utah – Guest House Expansion and South Campus Housing (Honors Housing) Project Revenue Bonds (Tab Q). Chair Karras called attention to an error in the Commissioner's cover letter: The Final maturity is not to exceed 31 years from the date of issuance. The Regents had already approved planning for the projects. Bonding for both projects has been authorized by the State Legislature. The University requests to combine both projects into one Series 2010 Auxiliary and Campus Facilities System Revenue Bond. **Chair Karras moved approval of the bond issuance. Regent Garff seconded the motion, which was adopted unanimously.**

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds (Tab R). Chair Karras provided an overview of UHEAA's refinancing plan totaling \$1.2 billion under three new indentures which will fully restructure the Board's outstanding student loan bonds. He expressed appreciation for Regent Holbrook's participation on the Private Activity Bond Authority Board relating to the allocation of State tax-exempt cap for the issuance of tax-exempt student loan revenue bonds. Chair Karras stated that UHEAA's independent financial advisor, Lee Donner of First SouthWest, has worked with UHEAA and its underwriting team from the initial stages of structuring the transaction and approves the final structure and terms. He noted the Board's Student Finance Committee had reviewed the proposed transaction and recommended approval by the Regents. **Chair Karras moved approval of the refinancing as described in Tab R. Regent Holbrook seconded the motion.** Chair Jordan explained that approval of the attached resolution gives the Board the authority to exercise this transaction.

Chair Karras noted that a part of the refinancing structure contains an interest rate swap to allow the Board to take advantage of low fixed-rate interest rates. He provided an overview of interest rate swaps and explained the necessity of the interest rate swap since UHEAA's student loan revenue is variable. He requested that the minutes include a notation that the interest rate swap was disclosed to the Regents. Regent Brown called attention to UHEAA's record-low default rate and commended Associate Commissioner Feitz and his team. He noted UHEAA's student loan default rate is more than three times lower than the national rate of 7 percent. The UHEAA staff is to be commended for its 1.9 percent default rate. **Vote was taken on the motion for approval of the UHEAA financial restructuring, which was adopted unanimously.**

University of Utah – Refunding of UUHC Series 2008 Hospital Variable-rate Revenue Bonds (Tab S). *Chair Karras explained that the proposed refunding would eliminate interest rate risk and would secure long-term fixed rate financing by locking in the current low interest rates. Parameters were explained in the Commissioner's cover memo and attachments. Chair Karras moved approval of the proposal to refund the*

UUHC Series 2008 Hospital Bonds. Regent Brown seconded the motion, which was adopted unanimously.

University of Utah – Bonding Authorization for South Jordan Health Center (Tab T). Chair Karras reported that in April 2010 the University had signed a 20-year lease on the facility that included an early-purchase option. Because of the favorable financial market conditions, and to realize significant estimated cash flow savings of \$27 million, University officials now want to exercise the purchase option. Chair Karras moved approval for the University to seek bonding authorization for the purchase of the South Jordan Medical Center, as requested. The motion was seconded by Regent Brown and adopted unanimously.

Snow College – Sale of Mt Pleasant Canyon Property (Tab U). Chair Karras explained that the property in question had become impractical and it was College administrators' decision to sell the property. The winning bid for the property exceeded the appraisal value. **Chair Karras moved approval of Snow College's sale of its Mount Pleasant Canyon property. Regent Brown seconded the motion, which carried unanimously.**

The following agenda items were discussed in committee but were not reported to the entire Board:

Southern Utah University – Property Purchase (Tab V)
USHE – Annual Report on Leased Space (Tab W)
USHE – Institutional Residences Annual Report (Tab X)
UHEAA – Lowest Student Loan Default Rates in UHEAA History (Tab Y)

2011 Meeting Schedule

Chair Jordan referred to the 2011 meeting schedule in the Regents' folders. In response to an issue that was discussed by the Executive Committee, Chair Jordan said that although Friday is not always the best day for some meetings, the tradition of Friday meetings has worked well with Regents' travel schedules. Regent Davis noted that the January meeting will include a joint meeting with the State Board of Education. He requested that the traditional State of the College not be eliminated. Regent Brown asked if a standard of business casual dress could be adopted for the Friday meetings. Vice Chair Beesley recommended professional (business) dress, in respect for the state and the institutions. Chair Jordan said Associate Commissioner Buhler would report in the December Board meeting on the various bills proposed and the general outlook for the 2011 General Session. **Regent Zenger moved adoption of the 2011 Meeting Schedule. Regent Davis seconded the motion, and the schedule was adopted unanimously.**

Resolutions

Greg Haws. Chair Jordan read a Resolution of Appreciation for Regent Haws, who did not run for re-election as a member of the State Board of Education. **Vice Chair Beesley moved adoption of the resolution. The motion was seconded.** Chair Jordan asked the Presidents to participate in the voting. **The motion carried unanimously.** Chair Jordan thanked Regent Haws for his service to the state in support of

public and higher education. (A copy of the resolution is filed in the Commissioner's Office with the minutes of this meeting.)

Governor's Education Excellence Commission. Commissioner Sederburg said the Commissioner had been meeting for the past six months. He is a member of the Commission, and Chair Jordan has delegated Vice Chair Beesley to represent the Regents on the Commission. The Presidents are represented by President Albrecht. The Governor has been very supportive of education. The Commission's Mission and Goals Subcommittee requested support from the State Board of Education and the State Board of Regents for the Commission's efforts. **Regent Davis moved approval of the Resolution of Support for the Governor's Education Excellence Commission. Following a second by Regent Cespedes, the motion was adopted unanimously.** A copy of the Resolution of Support is on file in the Commissioner's Office with the minutes of this meeting.

Report of the Chair

Hospitality. Chair Jordan thanked President Young and his staff for the hospitality and for his informative presentation during lunch. President Young thanked his staff as well, especially Laura Snow and Shirley Keiser.

December Meeting. Chair Jordan reminded the Regents that the next Board meeting would be held at the Regents' Gateway offices. The meeting date was moved to Thursday, December 9, to accommodate Weber State University's winter commencement on December 10. The agenda will include a preview of the 2011 Legislative General Session, the 2020 Plan, and institutional presentations on technology. He asked the Regents to talk about how to communicate to the others in this world what we are doing in terms of technology.

Chair Jordan told the Presidents the Regents would like to focus on big strategic issues in their meetings. One way to make that happen is to get meaningful input from the Presidents about what needs to be discussed. The January meeting will focus on the upcoming legislative session. Regent Davis has requested a report on the state of the system with respect to diversity. Regent Cespedes has requested data for ethnic/minority females. Regent Brown pointed out underprivileged students may not have the advantage of access. Regent Cespedes asked that this be a system issue so the Regents can know automatically when there are changes. Regent Garff asked if the Regents could discuss differences of roles and missions in January. Chair Jordan said that would be discussed in December as well.

Regent Zenger commented on the UHEAA low default rate. He referred to Attachment 6 of Tab Y and said while the overall number is good, a few of the private schools dragged the numbers down. He asked if it were possible to do anything about that. Chair Jordan said until a few years ago, the Regents bore some statutory oversight of proprietary schools. The Legislature has since changed that, and the Regents no longer have the authority to limit those institutions. President Young pointed out the for-profit institutions represented 2 percent of the student enrollments and 20 percent of the loans. The USHE schools by themselves would average much less than 1.9 percent, which is newsworthy. Vice Chair Beesley suggested that the Regents might think about working as a system or with a larger government entity to make this data public to the citizens. Perhaps costs of tuition rates, graduation rates, etc., could be included. Director Feitz said Everest

College students had not used UHEAA for several years. Rather, they use a national student loan provider. The U.S. Department of Education provides a list which includes federally-eligible loan providers.

Adjournment

Regent Campbell moved that the Regents meet in Executive Session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. The motion was seconded by Regent Snow and adopted unanimously.

The Committee of the Whole adjourned at 2:39 p.m. The Regents met briefly in Executive Session and adjourned from there at 2:59 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

May 11, 2011

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 and Retreat held March 24-25 at Dixie State College, St George, Utah
- B. Grant Proposals
1. Utah State University – Air Force Space and Missiles Command; "Space and Missile Command Subcontract to Northrop Grumman March 2011 - May 2011 with three-month options"; \$2,329,933. Patric L. Patterson, Program Manager.
 2. Utah State University – National Aeronautics and Space Administration; "Storm Energy and Dynamics Explorer (STEADE)"; \$58,980,657. Charles M. Swenson, Principal Investigator; Bela Gyula Fejer, Herbert C. Carlson, Ludger Scherliess, Co-Principal Investigators.
 3. Utah State University – National Institutes of Health; "Genetic Factors and Interactions with Environment in Aging, Cognitive Change, and Dementia"; \$1,117,911. Christopher D. Corcoran, Principal Investigator; Joann T. Tschanz, Maria C. Norton, Ronald G. Munger, Co-Principal Investigators.
 4. Utah State University – Agency for International Development (USAID); "Learning, Literacy and Muneracy in Rwanda: An action-oriented and collaborative approach to improv"; \$21,998,942. Vonda Jump, Principal Investigator.
 5. Utah State University – Southwest Research Institute; "SWRI (Southwest Research Institute) NAS EX Mission-NIRT (Near Infrared Telescope)"; \$32,068,772. John D. Elwell, Program Manager.
 6. Utah State University – Missile Defense Agency; "Characterization of Sensors for the Airborne Infrared (ABIR) Program"; (\$2,485,312). Deon R. Dixon, Program Manager.
 7. Utah State University – National Aeronautical and Space Administration Jet Propulsion Laboratory; "Jet Propulsion Laboratory (JPL) - The Earth Like Transit Explorer (ELEKTRA)"; \$4,971,378.74. Kirk D. Larsen, Program Manager.

8. Utah State University – Colorado Lab of Atm and Space Physics; “WAVES Mission to Explore the Atmospheric Energy”; \$12,499,600. Chad Fish, Program Manager.
9. Utah State University – National Aeronautical and Space Administration - General; “Global Wind and Temperature Sounder (GWTS)”; \$46,484,645. Chad Fish, Program Manager.
10. Utah State University -- National Science Foundation; “CDI-Type II: A Cyber-Enabled Field Experiment to Explain What Motivates and Empowers Household Water”; \$2,338,177. David Rosenberg, Principal Investigator; Arthur Josef Caplan, Joanna Lynne Endter-Wada, Co-Principal Investigator.
11. Utah State University – National Institute of Food and Agriculture National Institute of Food & Ag (Formerly CSREES); “Plant Breeding and Genomics to Create Sustainable, Low-Input Turfgrass”; \$3,512,760. Paul G. Johnson, Principal Investigator; Joanna Lynne Endter-Wada, Kelly L. Koop, Ricardo A. Ramirez, Co-Principal Investigators.
12. Utah State University – University of Utah; “The Utah Regional Leadership Education in Neurodevelopmental Disabilities Program”; \$2,999,729. Judith M. Holt, Principal Investigator.
13. Utah State University – Naval Research Lab; “NRL UV Coronagraph”; \$5,156,254. Dean Wada, Program Manager.
14. Utah State University – Center for Persons with Disabilities; “National Children’s Study - - Cache Valley Secondary Site (Subcontract w/ University of Utah Medical Center)”; \$2,045,661. Mark S. Innocenti, Principal Investigator.
15. Utah State University – National Institutes of Health; “Polyphenol Mediated Changes Intestinal Microbiota and Metabolic Syndrom”; \$1,428,000. Michael Lefevre, Principal Investigator; Giovanni Rompato, Korry J. Hintze, Robert E. Ward, Co-Principal Investigators.
16. Utah State University – National Institutes of Health; “Interaction Between Dietary n6 and Long-Chain n3 Fatty Acid Intakes In Humans”; \$2,014,232. Michael Lefevre, Principal Investigator; Heidi J Wengreen, Robert E Ward, Co-Principal Investigators.
17. Utah State University – Department of Defense; “Use of predictive models and multiple biological assemblages to assess”; \$1,657,185. Charles P. Hawkins, Principal Investigator; James A. Macmohon, Karen E. Mock, Richard Cutler, Co-Principal Investigators.
18. Utah State University – National Institutes of Health; “Dynamics and Mechanism in Protein Tyrosine Phosphatases”; \$2,570,634. Alvan C. Hengge, Principal Investigator; Sean Johnson, Co-Principal Investigator.
19. Utah State University – National Institutes of Health; “Progression of Dementia: A Population Study”; \$3,790,191. Joann T. Schanz, Principal Investigator; Christopher D. Corcoran, Elizabeth

B. Fauth, Kathleen W. Piercy, Maria C. Norton, and Ronald G. Munger, Co-Principal Investigators.

20. Utah State University – National Science Foundation; “Conjoining May 10, 2011 Dynamics and Networked Control Systems”; \$1,078,322.51. Yangquan Chen, Principal Investigator; Rose Quingyang Hu, Co-Principal Investigator.
21. Utah State University – National Science Foundation; “Optimal Cyber-physical Measurement and Control of Spread of *Phragmites Australis*”; \$1,470,164.74. Yangquan Chen, Principal Investigator; Austin Jensen and Mac McKee, Co-Principal Investigators.
22. Utah State University – National Science Foundation; “Collaborative Research: A Consortium of Resonance and Raleigh Lidars”; \$1,555,907. Tao Titus Yuan, Principal Investigator; Michael John Taylor, Co-Principal Investigator.
23. Utah State University – National Science Foundation; “Dimensions: Neutral and Niche Modeling of Microbial Horizontal Gene Transfer and Dormancy”; \$1,890,319. J. Jacob Parnell, Principal Investigator; Giovanni Rompato, Co-Principal Investigator.
24. Utah State University – Missile Defense Agency; “Characterization of sensors for the Airborne Infrared (ABIR) Program” (REVISION); \$445,263. Deon R. Dixon, Program Manager.
25. Utah State University – Missile Defense Agency; “Technical Assessment for the MDA Director of Engineering”; \$6,725,890. Bruce Guilmain, Program Manager.
26. Utah State University – National Aeronautical and Space Administration ; “Compact Linear Advanced Spectral Scanner (CLASS) Advanced Component Technology (ACT)”; \$1,198,378. Harri Latvakoski, Program Manager.
27. Utah State University – Missile Defense Agency; “UARC IDIQ - Dugway Task”; \$1,275,664. Michael David Wojcik, Program Manager.
28. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Macromolecular Therapeutics”; \$1,865,000. Jindrich Kopecek, Principal Investigator.
29. University of Utah – National Institutes of Health; “Renew: Muscle-focused Rehab”; \$1,789,781. Paul C. Lastayo, Principal Investigator.
30. University of Utah – Center for Disease Control and Prevention/Occupational Safety and Health Administration; “Coal Mines Seismicity”; \$1,210,915. Michael McCarter, Principal Investigator.
31. University of Utah – U.S. Department of Energy/Idaho National Laboratories; “ODS Alloys”; \$1,198,796. Raj Rajamani, Principal Investigator.

32. University of Utah – U.S. Department of Energy; "Nanowire Neutron Detection"; \$1,197,104. Raj Rajamani, Principal Investigator.
33. University of Utah – National Institutes of Health/National Institute of Environmental Health Sciences; "TRP Channels and Pollution"; \$1,865,000. Christopher A. Reilly, Principal Investigator.
34. University of Utah – National Institutes of Health; "Responses to Telomere Loss"; \$3,737,500. Kent G. Golig, Principal Investigator.
35. University of Utah – National Science Foundation; "Dimensions - Gut Microbiome"; \$1,999,810. Maria-Denise Dearing, Principal Investigator.
36. University of Utah – National Science Foundation; "Dimensions - Inga"; \$1,999,769. Thomas A. Kursar, Principal Investigator.
37. University of Utah – National Institutes of Health; "Flagellar Morphogenesis"; \$1,868,750. Kelly T. Hugher, Principal Investigator.
38. University of Utah – National Science Foundation; "Cosmic Building Blocks"; \$1,139,058. Inese Ivans, Principal Investigator.
39. University of Utah – National Institutes of Health; "Breast Cancer Susceptibility"; \$3,438,568. David Elliot Goldgar, Principal Investigator.
40. University of Utah – National Institutes of Health/National Institute of General Medical Science; "Cell Adhesion Sites"; \$2,913,221. Mary Beckerle, Principal Investigator.
41. University of Utah – National Institutes of Health; "Homeostasis of Smooth Muscle"; \$1,865,000. Masaaki Yoshigi, Principal Investigator.
42. University of Utah – National Institutes of Health; "Mad Family Function"; \$1,864,375. Donald E. Ayer, Principal Investigator.
43. University of Utah – Coriell Institute for Medical Research; "Breast Cancer Family Cohort"; \$1,558,497. Sandra S. Buys, Principal Investigator.
44. University of Utah – National Institutes of Health; "Genomics Neurologic Disorders"; \$6,321,190. Kathryn J. Swoboda, Principal Investigator.
45. University of Utah – National Institutes of Health/National Institute of General Medical Science; "Ribonucleases in RNA"; \$3,099,776. Brenda L. Bass, Principal Investigator.

46. University of Utah – National Institutes of Health; “Capecchi: Defective Microglia”; \$2,351,407. Mario R. Capecchi, Principal Investigator.
47. University of Utah – National Institutes of Health; “Promoter Specificity”; \$2,293,081. David J. Stillman, Principal Investigator.
48. University of Utah – National Institutes of Health/National Cancer Institute; “Detection of Breast Cancer Resub”; \$2,038,647. Glen Morrell, Principal Investigator.
49. University of Utah – Center for Disease Control and Prevention; “Center for Disease Control and Prevention U18 - Pneumonia in Children”; \$2,000,000. Kwabena Krow Ampofo, Principal Investigator.
50. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “Model-based Reconstruction”; \$1,927,251. Edward Di Bella and Victor Rebek, Co-Principal Investigators.
51. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Muscle Connective Tissue Resub”; \$1,882,250. Gabrielle Kardon, Principal Investigator.
52. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Regulation of WNT Signaling” \$1,868,750. Monica L. Vetter, Principal Investigator.
53. University of Utah – National Institutes of Health; “Neural Substrates for Context”; \$1,865,000. Alessandra Angelucci, Principal Investigator.
54. University of Utah – National Institutes of Health; “Photoreceptor Ciliopathies”; \$1,865,000. Wolfgang Baehr, Principal Investigator.
55. University of Utah – National Institutes of Health; “The Role of OCT Transcription”; \$1,865,000. Roland D. Tantin, Principal Investigator.
56. University of Utah – National Institutes of Health; “Mitochondrial Proteome”; \$1,865,000. Jared P. Rutter, Principal Investigator.
57. University of Utah – National Institutes of Health; “Selenoprotein Synthesis”; \$1,865,000. Michael Therron Howard, Principal Investigator.
58. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “R01 Resub Children Chron Disease”; \$1,561,307. Stephen L. Guthery, Principal Investigator.

59. University of Utah – National Institutes of Health; “Molecular Receptors”; \$1,411,580. Alan R. Light, Principal Investigator.
60. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Stationary Cardiac Spect”; \$1,409,860. Gengsheng Lawrence Zeng, Principal Investigator.
61. University of Utah – Center for Disease Control and Prevention; “Cusp”; \$1,400,000. Matthew H. Samore, Principal Investigator.
62. University of Utah – National Institutes of Health; “Computer Generated Info for PT”; \$1,300,437. Qing Treitler Zeng, Principal Investigator.
63. University of Utah – National Institutes of Health; “Gene Expression Biomarkers”; \$1,120,000. Kathleen C. Light, Principal Investigator.
64. University of Utah – U.S. Department of Energy; “Fuel Cycle Simulator”; \$1,200,000. Valerio Pascucci, Principal Investigator.
65. University of Utah – National Institutes of Health/National Institute of Mental Health; “Uridine R01”; \$1,998,357. Perry Franklin Renshaw, Principal Investigator.

C. Awards

1. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 4”; \$1,582,000. Darin Partridge, Program Manager.
2. Utah State University – Air Force Space and Missiles Command; “Space and Missile Command Subcontract to Northrop Grumman March 2011 - May 2011 with three-month options”; \$1,651,540. Pat Patterson, Program Manager.
3. University of Utah – U.S. Department of Energy; “Case Ufuels”; \$3,077,400. Philip J. Smith, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “National Children’s Study Wave-1”; \$4,636,041. Edward B. Clark, Principal Investigator.
5. University of Utah – National Institutes of Health/National Cancer Institute; “Burt PPG”; \$2,105,078. Randall Walter Burt, Principal Investigator.
6. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Thapca Data Coordinating Center”; \$1,146,354. J. Michael Dean, Principal Investigator.
7. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “EAGR Trial”; \$1,037,198. Robert M. Silver, Principal Investigator.

D. Academic Items Received and Approved

1. New Units
 - a. Utah State University – Center for Agronomic and Woody Bio-Fuels
 - b. Utah State University – School of Applied Science, Technology and Education
 - c. Southern Utah University – Center for Hospitality Research at SUU
2. New Programs
 - a. University of Utah – Graduate Certificate in Urban Design
 - b. Utah State University – Graduate Certificate in Rehabilitation Counseling
 - c. Utah Valley University – Certificate of Proficiency in Legal Studies
3. Name Changes
 - a. University of Utah – Environmental Studies to Environmental & Sustainable Studies
 - b. Utah Valley University – AAS in Paralegal Studies to Legal Studies
 - c. Utah Valley University – BA/AS/Minor in Paralegal Studies to Legal Studies
4. Discontinued Programs – Utah Valley University
 - a. Certificate in Computer Systems Maintenance
 - b. DIP/AAS/AS in Electronic and Computer Technology
 - c. Emphasis in Finance and Banking in BS Business Management
 - d. Emphasis in Marketing in BS Business Management
 - e. AS in Building Construction and Construction Management
 - f. Certificate/AAS in Building Construction
5. Suspensions

Utah State University – Emphasis in Biotechnology
6. Seven-year Reviews
 - a. University of Utah
 - i. Department of Art and Art History
 - ii. Department of Biochemistry
 - iii. Department of Biology
 - iv. Department of Neuroscience
 - v. Department of Theatre
 - b. Utah State University
 - i. College of Engineering
 - ii. Combined Clinical, Counseling and School Psychology PhD Program
 - iii. Department of English
 - iv. Department of History
 - v. Department of Journalism and Communication
 - vi. Department of Languages, Philosophy and Speech Communication
 - vii. Rehabilitation and Counselor Education Program
7. Five-year Reviews – Dixie State College
 - a. Emergency Medical Services (EMS)
 - b. History and Political Science
 - c. Mathematics
 - d. Nursing
 - e. Philosophy and Humanities
 - f. Theatre

- g. Dental Hygiene
- h. Early Childhood Education and Family and Consumer Sciences
- i. Music
- j. Surgical Technology

WAS:jc
Attachment

William A. Sederburg, Commissioner

STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, ST GEORGE, UTAH
MARCH 24-25, 2011

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REGENTS' AND PRESIDENTS' RETREAT
DIXIE STATE COLLEGE, TAYLOR HEALTH SCIENCES CENTER
ST GEORGE, UTAH
MARCH 24, 2011

Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Keith Buswell
Daniel Campbell
France Davis
Jim T. Evans
Meghan Holbrook
Robert S. Marquardt
Carol Murphy
Teresa Theurer
David Smith
Marlon O. Snow
John H. Zenger

Regents Excused

Brent Brown
Katharine B. Garff
Nolan E. Karras
Jed H. Pitcher
Mark H. Stoddard

Office of the Commissioner

William A. Sederburg, Commissioner
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs
Cameron K. Martin, Associate Commissioner for Economic Development and Planning
Gregory Stauffer, Associate Commissioner for Finance and Facilities
Stephen H. Hess, Chief Information Officer

Institutional Representatives

University of Utah – David W. Pershing, Senior Vice President for Academic Affairs
Utah State University – Stan L. Albrecht, President
Weber State College – F. Ann Millner, President
Southern Utah University – Michael T. Benson, President
Snow College – Scott L. Wyatt, President
Dixie State College – Stephen D. Nadauld, President
Utah Valley University – Matthew S. Holland, President
Salt Lake Community College – Cynthia A. Bioteau, President

Other Guests

Kristen Cox, Executive Director, Department of Workforce Services

Chair Jordan welcomed everyone to Dixie State College and thanked them for their participation. He explained that the purpose of the retreat was to discuss the Higher Ed 2020 plan and institutional efforts

toward the plans' goals and retention efforts. He asked the presidents to report on their strategic priorities and their retention efforts. (Copies of the handouts are on file in the Commissioner's Office.)

Chair Jordan thanked the presidents for their presentations, which provided very useful information for the Regents. He referred to Higher Ed 2020 plan's goal for 66 percent of Utah's citizens to have completed some postsecondary training or education and said we cannot reach that goal only by access. Important progress has to be made by increasing our retention and completion rates. He asked the presidents to set their own goals for this plan. Chair Jordan asked Associate Commissioner Hitch to work with him in getting a set of graduation goals from each president.

REGULAR MEETING OF THE STATE BOARD OF REGENTS
DIXIE STATE COLLEGE OF UTAH, TAYLOR HEALTH SCIENCES CENTER
ST GEORGE, UTAH
MARCH 25, 2011

Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Keith Buswell
Dan Campbell
France A. Davis
Jim T. Evans
Meghan Holbrook
Nolan E. Karras
Robert S. Marquardt
Carol Murphy
Jed H. Pitcher
David Smith
Marlon O. Snow
Mark Stoddard
Teresa Theurer
John H. Zenger

Regents Excused

Brent Brown
Katharine B. Garff

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Jeff Aird, Interim Special Assistant to the Commissioner
Holly Braithwaite, Director of Communications
Joseph Curtin, Director of Institutional Research and Analysis

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David Feitz, Executive Director, UHEEE, and Associate Commissioner
W. Ralph Hardy, Special Assistant to the Associate Commissioner for Finance and Facilities
Stephen H. Hess, Chief Information Officer
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Cameron K. Martin, Associate Commissioner for Economic Development and Planning
Darren Marshall, Manager of Audit and Financial Services
Paul Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Joseph Watkins, Utah Student Association Director
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs and Provost
A. Loris Betz, Senior Vice President for Health Sciences
Paul T. Brinkman, Associate Vice President for Budget and Planning
Charles Wight, Dean of the Graduate School

Utah State University

Stan L. Albrecht, President
Raymond T. Coward, Provost
David Cowley, Vice President for Business and Finance
Joe Peterson, USU-CEU Chancellor
Sydney Peterson, Chief of Staff
Whitney J. Pugh, Executive Director, Budget and Planning Office

Weber State University

F. Ann Millner, President
Norm Tarbox, Vice President for Administrative Services

Southern Utah University

Michael T. Benson, President
William J. Byrnes, Associate Provost and Dean of the Graduate School
Dorian Page, Vice President for Finance and Facilities

Snow College

Scott L. Wyatt, President
Marvin Dodge, Vice President of Finance and Administrative Services
Gary Smith, Chief Academic Officer

Dixie State College of Utah

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Stephen D. Nadauld, President
Rosanita Cespedes, Faculty
Donna Dillingham-Evans, Vice President of Academic Services
Steve Caplin, DSC Board of Trustees
Stanley J. Plewe, Vice President of Administrative Services
Victor Hasfurther, Dean of Sciences and Health
Frank Lojko, Vice President of Student Services/Director, Government Relations & Institutional Research
Christina Schultz, Vice President of Advancement
Brenda Sabey, Dean, Education and Family Studies
Jason Boothe, Director of Athletics
George Whitehead, Associate Vice President of Cultural Arts and Advancement

Utah Valley University

Matthew S. Holland, President
Linda Makin, Executive Director, Budget and Planning

Salt Lake Community College

Cynthia A. Bioteau, President
Tim Sheehan, Vice President of Institutional Advancement

Representatives of the Media

Kevin Jenkins, *The Spectrum*
Brian Maffly, *Salt Lake Tribune*
Rhett Sullivan, *Dixie Sun*

Other Guests

Thomas C. Anderson, Office of the Attorney General
Kristen Cox, Director of Workforce Services
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with President Nadauld and the Dixie State College Board of Trustees, Chair Jordan called the State Board of Regents to order in Committee of the Whole at 9:15 a.m. Chair Jordan welcomed everyone and thanked them for their attendance. He thanked President Nadauld and his staff for their hospitality and first-class treatment. President Nadauld gave each Regent and President a history of Dixie State College written by former President Doug Alder, and a pin and centennial coin representing Dixie's 100-year history.

Administration of Oath of Office to Regent Mark R. Stoddard

Chair Jordan administered the Oath of Office to Mark R. Stoddard, who was recently appointed to the Board to fill the remainder of Regent Cespedes' term.

Presentation of Special Award

Commissioner Sederburg reported the Regents' Executive Committee had approved a process for providing awards to people who have provided outstanding service to higher education. The first such award was presented to Kristen Cox, Director of the State Department of Workforce Services (WFS). When Ms. Cox came to Utah from Maryland, she reorganized the Department of Workforce Services, aligning workforce needs with the required education. The Commissioner reported that WFS and higher education had been working collaboratively. One example is the Utah Cluster Acceleration Partnership (U-CAP), which was funded by WFS. Chair Jordan said working with Director Cox had been a pleasure, as the Regents strive to better align workforce opportunities to the higher education curriculum. He presented Ms. Cox with a special gift of appreciation from the Utah System of Higher Education.

Ms. Cox said she had been very impressed with the Regents and the challenges being faced by higher education. She pledged that WFS would be an active partner with higher education in achieving its goals. She also commended the wonderful leadership in higher education.

Commissioner's Report

Commissioner Sederburg welcomed former Regent Rosanita Cespedes, who is now on the faculty at Dixie State College. He reported that five proposals of the Governor's Educational Excellence Commission would directly affect higher education: Mission-based funding, Data integration and UtahFutures.org, Economic Development and UCAP, Utah Cluster Acceleration Partnership (UCAP), and Online concurrent enrollment. Regent Holbrook pointed out that the Governor's Office of Economic Development (GOED) had been deeply involved in the USTAR and UCAP priorities. The Commissioner reported his staff priorities for 2011 were higher education advocacy, mission-based funding, institutional retention policies, online concurrent enrollment, developing a strategic technology plan, and UCAP and USTAR initiatives. Chair Jordan said the issue of advocacy would be discussed in greater detail at a later meeting.

Dr. Sederburg reported on UHEAA's recent activities and said May 10 would be the 34th anniversary of the UHEAA organization. He congratulated Deputy Executive Director Richard Davis on his 30 years of service to UHEAA. The Commissioner also reported that UESP had reached the \$4 billion mark in February. He announced that Vice Chair Beesley had been named Vice Chair of the Western Interstate Commission on Higher Education (WICHE). He welcomed Loreen Olney (Senior Administrative Assistant to Associate Commissioner Stauffer) and Mark McCain CPA (Finance Manager) to his staff. He also reported Assistant Commissioner Gary Wixom had requested and been approved for phased retirement over the next year. During that time he will focus on CTE and community college network issues. Finally, Commissioner Sederburg announced that Secretary Cottrell was retiring after 24 years of service to the USHE (15½ as Secretary to the Commissioner and Board of Regents, and 8½ as Secretary to the SLCC President). A party is being planned on April 26; details will be announced later.

Review of 2011 Legislative Session

Associate Commissioner Buhler referred to Tab A and reported that five regional legislative previews had been held. The Commissioner's Office is working with key allies, including the Salt Lake Chamber, Prosperity 2020, Friends of Utah Higher Education, United Way, and the Governor's Educational Excellence Commission. The Higher Education Luncheon on February 28 brought together Regents, Presidents, Trustee Chairs and Vice Chairs, and Legislators. More than 60 legislators participated, including Senate President Waddoups and Lieutenant Governor Bell. Mr. Buhler reviewed the development of the 2011-12 budget and one-time funding for the Governor's Educational Excellence Commission initiatives. In addition, three higher education projects were approved for bonding, which brings state support for USHE capital facilities projects to more than \$221.5 million in the past three years.

Associate Commissioner Buhler reviewed legislation affecting higher education: SB 97, Higher Education Mission-Based Funding, was adopted. SB 107, Higher Education Success Stipend, replaced the former UCOPE needs-based financial aid program with "Success Stipends." Distribution of those funds was made to Pell-eligible students. SB 145, Utah Educational Savings Plan Amendments, approved modifications to the UESP program. Associate Commissioner Buhler also reviewed legislation opposed by higher education. He reported that the base budget was cut an additional 2.5 percent. Some of the issues raised during the session will need attention through the rest of the year.

Associate Commissioner Buhler thanked everyone involved for their support and assistance throughout the Legislative Session. Regent Marquardt pointed out other organizations had also endorsed the 2020 plan, but the Legislature did not make the connection. By the time the budget gets to the Legislature, after coming through the Governor's Office, the Regents' budget request is forgotten. He suggested the best way to approach the legislators is to ask them to support the Governor's budget recommendation.

Regent Pitcher inquired about the number of positions that had been eliminated and the additional number of students enrolled during this cut to the higher education budget. He congratulated Commissioner Sederburg, Associate Commissioner Buhler and the presidents for their leadership.

Race/Ethnicity Data from USHE Institutions

Associate Commissioner Martin reported on the Utah Data Alliance and referred to the report in Tab E. He invited the presidents to ensure that their data people were collecting the required information. Regent Davis thanked Dr. Martin and Dr. Curtin for compiling this report at his request. He urged the Regents to consider this issue seriously.

Proposed Tuition Increases

Associate Commissioner Stauffer called attention to the replacement pages for Attachment 9 to Tab B. He briefly explained the process of setting first-tier and second-tier tuition. He thanked the presidents, budget officers, and the Commissioner's staff for collecting and putting together the required information in a very short period of time. Assistant Commissioner Morris thanked the institutions for their

professionalism and prompt responses. He noted tuition had been increased by 20 percent during the past three years, with a \$100 million decrease in state funding.

Chair Jordan asked President Millner to describe the Truth in Tuition process for the benefit of the newer Regents. Regent Pitcher asked President Bioteau why SLCC was not requesting a second-tier tuition increase. Regent Davis asked for the rationale behind the increase in resident fees but not non-resident fees. President Millner explained that goal ratio is 3:1 gradually, which speaks to the quality of the student experience. Linda Makin clarified that the ratio of 3:1 applied to undergraduate tuition.

Regent Smith thanked Presidents Millner and Bioteau for keeping tuition down on their respective campuses. He thanked Presidents Holland and Wyatt for their institutions' modest increases and asked about the increases at SUU and Dixie. President Benson responded for SUU: This is part of a four-year plan approved last year by the students by resolution. It is part of a concerted, thoughtful, measured approach to fulfill the role outlined in the 2020 plan. President Nadauld responded for Dixie: Enrollment has increased by 57 percent in the last three years as state funds have declined by approximately 15 percent. The college is now receiving less than half of the funding per student that was funded three years ago. In the absence of legislative funding, there is little choice but to increase tuition in order to provide the teachers and classes needed for the students' education.

Chair Jordan noted that SUU would also increase its admission requirements. The school has had extraordinary growth during a period of declining state support. President Nadauld said Dixie was not funding a mission change on the back of the college students. Enrollment growth has been driven by the three successive largest classes in the history of the college. President Benson noted SUU was at the bottom of the list of peer institutions identified for the school.

Regent Smith said the students appreciate how efficiently the system and each of the campuses is run. There is a high degree of confidence among the students that the money is spent wisely and well utilized. Students want to continue to be part of the dialogue with the Legislature in trying to reverse some of the negative actions.

Commissioner Sederburg said four variables were involved: (1) The total spending per student is well below that of 2007. (2) With these increases, tuition levels will be extremely competitive. This is the most efficient system in the United States. (3) There must be a balance between quality and access. (4) We need to intensify our efforts to convince the public at large that higher education is a public good, not a private good.

Regent Pitcher moved approval of the Commissioner's recommendation: to finalize the first-tier tuition increase of 5 percent for all USHE institutions, approve the second-tier tuition increase proposals for each institution as listed in Attachment 4 to Tab B, and approve the additional differential tuitions at the University of Utah and Utah State University. Regent Davis seconded the motion, which carried with one opposing vote.

President Wyatt pointed out that many students do not have affordable access to an education. Education is expensive in Utah, as well as anywhere else, but Utah has limited low-cost opportunities. Students get a community college mission but pay for it at a university price.

Proposed Fee Increases for 2011-2012

Associate Commissioner Stauffer referred to UVU's addendum to the fee increase proposals in Tab C. Regent Jordan explained that institutions were negotiating with UTA on its fares. Two options were proposed by UVU. They are requesting a \$24 increase, but it may not all be used or needed. (Regent Holbrook recused herself from this vote because she is a member of the UTA Board of Directors.) Regent Smith reported all student body presidents had been involved in the process, and they were comfortable with these increases. President Millner pointed out that in WSU's chart (Attachment 2), the column headings of 2010-11 Fees and 2011-12 Fees had been reversed.

Regent Karras moved approval of the proposed fee increases found in Tab C. Regent Pitcher seconded the motion, which was adopted unanimously.

College and Career Readiness Statement

Associate Commissioner Hitch referred to Tab D and said the document had been discussed over a great period of time by the PRC Committee and previously by the Board of Regents. The State Board of Education approved the statement as presented in the attachment to Tab D. **Vice Chair Beesley moved approval of the College and Career Readiness Statement, seconded by Regent Zenger. Chair Jordan pointed out that by approving this statement, the Regents were encouraging students to take math in their senior year of high school. Vote was taken, and the motion was adopted.** Chair Jordan expressed the Board's appreciation to Associate Commissioner Hitch and her staff for this effort.

Lunch was served, after which President Nadauld presented his State of the College address. He remarked on the growth of the college and its many accomplishments. He introduced Jason Booth, Dixie's new Athletic Director.

Following meetings of the Board committees, the Regents reconvened in Committee of the Whole at 2:30 p.m. The presence of a quorum was verified.

Reports of Board Committees

Finance/Facilities Committee

Dixie State College – Campus Master Plan Update (Tab F). Chair Karras reported college officials had made a detailed presentation to the committee. **Chair Karras moved approval of the Dixie State College Master Plan. Regent Pitcher seconded the motion, which carried unanimously.**

Southern Utah University – Purchase of Commercial Property (Tab G). Chair Karras said the property being purchased was contiguous to SUU's main campus. The appraised value of the property is \$600,000, but the owner agreed to sell it for \$560,000. The property will provide needed parking space for the upper campus, including the Shakespeare Theatre and the new Southern Utah Museum of Art. At present the building is occupied by two tenants, whose combined leases pay \$3900/month. SUU officials are very optimistic about their ability to continue to rent the building, given its proximity to the campus.

Funding has been accumulated in a land-acquisition account, with any balance provided from auxiliary and service enterprise reserves. **Chair Karras moved approval of the property purchase, seconded by Regent Pitcher. The motion carried.**

University of Utah – Peer Institutions (Tab H). The University of Utah peer institution list was updated to consider its size and service areas, student body characteristics, research activity, Carnegie classification, academic degree and program mix, and its student admissions scores and selectivity. University officials collaborated with the Commissioner's staff and agreed to this list. **Chair Karras moved approval of the University of Utah's Peer Institutions List, seconded by Regent Pitcher. The motion carried.**

Utah Educational Savings Plan (UESP) Line of Credit (Tab I). The Board approval the renewal of UESP's line of credit from Zions Bank in April 2010 and increased the limit to \$1.5 million. The line of credit eliminated the necessity of withholding funds from next-day investment. UESP requested renewal of the line of credit to bridge the periodic one-day delay of collected funds. **Chair Karras moved approval of the renewal to UESP's line of credit, with the ability to renew, upon approval of document language by an Assistant Attorney General, the line of credit in the future if the terms of the contract do not materially change. Material changes include (1) any increase in the line of the credit limit or (2) an increase of more than 50 basis points in the rate UESP is charged by Zions Bank. The motion was seconded by Regent Pitcher and approved unanimously.**

University of Utah – Dee Glen Smith Athletics Center Project Bonding (Tab J). Chair Karras reported the University was requesting bonding authorization in the amount of \$20 million to fund the approved Dee Glen Smith expansion project, approved by the Regents as a non-state funded project at their August 27, 2010 meeting. Since the project was first approved, the University has joined the Pac-10 Conference, which accelerated the need for this facility. In addition, the University was recently presented with an opportunity where the interest associated with a bond issuance may be paid by a donor. The Regents' Executive Committee approved this action on March 2, 2011, because of the need for Legislative approval before the Session ended. **Chair Karras moved approval of the bonding proposal. Regent Holbrook seconded the motion, which was adopted unanimously.**

University of Utah – Sale of Donated Properties (Tab K). Chair Karras said the reason for the sale of these properties was that their locations in Summit and Wasatch Counties do not serve the University's mission. Proceeds of the sale will go to the Department of Psychiatry and the College of Social Work, as indicated in the material accompanying Tab K. **Chair Karras moved approval of the sale, seconded by Regent Pitcher. The motion was approved unanimously.**

Utah State University – Modification of the Regional Campuses and Distance Education Non-state Funded Project (Tab L). This non-state funded project was approved by the Regents in August 2010. Vice President Cowley explained that subsequently, the proposed location of the facility was changed. The shape of the new site will require a change in the layout of the building and will include additional space. As a result, increased O&M support will be required. The estimated cost of \$10 million, to be funded from RCDE revenues, is unchanged. The revised parameters were adopted by the Legislative Infrastructure and General Government Joint Appropriations Subcommittee in the 2011 Session. However, the request for future state-approved O&M support was not authorized by the Legislature. Without state provided funds,

tuition and fees from regional campus students will have to be used to pay the O&M expenses, thereby diminishing the resources available to RCDE to support the cost of instruction. **Chair Karras moved approval of the project revisions. The motion was seconded by Regent Atkin and adopted unanimously.**

Legislative Update: Capital Facilities Funding (Tab M). Chair Karras referred to the material in Tab M, which summarized Legislative funding of capital development projects and capital improvement funding. Details were provided in the Commissioner's cover memo.

Legislative Update: Budget Summary (Tab N). The material behind Tab N summarized major budget changes that resulted from actions taken by the 2011 Legislative General Session.

USHE – Annual Money Management Report for the Fiscal Year Ending 6/30/2010 (Tab O). By statute and Regent policy, the Board is required to submit a report annually to the Governor and the Legislature summarizing investments made by USHE. The report is audited by the internal auditor(s) of each institution to verify compliance. Details were provided in the Commissioner's cover memo.

USHE – Spring 2011 Enrollment Report (Tab P). Chair Karras said the report summarized the phenomenal enrollment growth on our campuses – an increase of 4.9 percent (5179 FTE students) over last year. This is the third straight year enrollment has seen strong growth.

Energy Conservation Measures (ECMs) in USHE Institutions (Tab Q). The report provided the Regents with an update on energy conservation measures undertaken and in process at USHE institutions.

UHEAA Update (Tab R). The report provided in Tab R summarized UHEAA's actions in preparation for being a student loan servicer under the Federal Direct Loan (FDL) program.

Chair Jordan thanked Regent Karras for his report.

Program/Planning Committee

On motion by Chair Zenger and second by Regent Theurer, the following items were approved:

University of Utah – Minor in Modern Dance (Tab S)

Utah State University – Master of Science Degree in Financial Economics (Tab T)

Utah Valley University – Bachelor of Arts Degree, Bachelor of Science Degree, and Minor in Marketing (Tab U)

Utah Valley University – Bachelor of Science Degree in Personal Finance Planning (Tab V)

Utah Valley University – Bachelor of Science Degree in Environmental Science and Management, deletion of Emphasis in Environmental Management in the Bachelor of Earth Science Degree, and Renaming of Bachelor of Science Degree in Earth Science to Bachelor of Science in Geology (Tab W)

Chair Zenger moved approval of the following items seconded by Regent Snow. The motion was adopted unanimously.

University of Utah -- New Emphases in the Bachelor of Music Degree (Tab X)

Utah Valley University (Tab X)

- A. New Emphasis in Computer Forensics and Security and two Discontinuances
- B. New Emphasis in Integrated Technology in the Bachelor of Science Degree in Technology Management

Proposed Revisions to Policy R609, *Regents' Scholarship* (Tab Y)

Proposed Revisions to Policy R604, *New Century Scholarship* (Tab Z)

Awards for New Century and Regents' Scholarships (Tab AA)

Proposed Revisions to Policy R470, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination* (Tab BB). Extensive revisions were made to update this policy, as detailed in the Commissioner's cover memo. Chair Zenger expressed his appreciation to Associate Commissioner Hitch, Assistant Commissioner Safman, and the General Education Committee for their work on this policy. **Chair Zenger moved approval of the revisions to Policy R470. The motion was seconded by Regent Theurer and adopted unanimously.**

Three-Year Reports (Tab CC). **Chair Zenger moved acceptance of the following three-year reports, seconded by Regent Snow, and adopted unanimously:**

1. Southern Utah University
 - a. Bachelor of Arts Degree in Art History and Bachelor of Arts Degree in Studio Arts
 - b. Master of Science Degree in Sports Conditioning and Performance
2. Dixie State College – Bachelor of Science Degree in Biology
3. Utah Valley University
 - a. Associate of Applied Science Degree in Mechatronics Technology
 - b. Bachelor of Arts/Bachelor of Science Degrees in Economics
 - c. Bachelor of Science Degree in Biotechnology

Faculty Discipline Majors' Meetings, 2010 (Tab DD). Associate Commissioner Hitch thanked Assistant Commissioner Safman and asked her to comment. Dr. Safman said this program was quite rare in this country. It is now in its 14th year and is being emulated across the country. No other state has been successful in bringing its two-year faculty together with its four-year faculty for a seamless transition. The faculty, which owns the curriculum, discusses transfer, assessments, E-books, learning outcomes, and improvement of the teaching/learning relationship. The meetings are faculty-generated, with the agenda set by the General Education Task Force to reflect things the Regents and the institutions need to know. Westminster College, BYU, the University of Phoenix, and Western Governors University were included, along with representatives of the State Office of Education. Implementation of standards has begun. Outcomes were detailed in the Commissioner's cover memo. Policy R470 now includes essential learning outcomes and competencies. The majors' meetings were held over IP video. The faculty indicated a desire to meet at least once every three months. The next meeting will be on September 30 at SLCC's Larry H. Miller Campus. Attendance is expected to be 350-500 people.

General Consent Calendar

On motion by Regent Karras and second by Regent Snow, the following items were approved on the Regents' General Consent Calendar (Tab EE):

A. Minutes

1. Minutes of the Regular Board Meeting held January 21, 2111, at Salt Lake Community College, Redwood Campus in Salt Lake City, Utah
2. Minutes of the Special Board Meeting held February 4, 2111, via conference call

B. Grant Proposals (On file in the Commissioner's Office)

C. Awards

1. Utah State University – Naval Research Lab; "Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3"; \$2,145,863. Darin Partridge, Program Manager.
2. Utah State University – Utah Department of Workforce Services; "Supplemental Nutrition Assistance Program-Education (SNAP-Ed)"; \$4,097,355. Heidi LeBlanc, Principal Investigator; Debra Christofferson and Marie Stosich, Co-Principal Investigators.
3. Utah State University – Missile Defense Agency; "Precision Tracking and Surveillance System (PTSS) Definition Study"; \$1,019,000. Lorin Zollinger, Program Manager.
4. Utah State University – Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; \$1,217,207. John Morrey, Principal Investigator; Brian Gowen, Bart Tarbet, Dale Barnard, Donald Smee, and Justin Julander, Co-Principal Investigators.
5. Utah State University – Government of the Dominican Republic; "Dominican Republic Phase VI (2009-2013)"; \$3,046,196. Mary Hubbard, Principal Investigator.
6. Utah State University – U.S. Department of Energy; "Alternative and Unconventional Energy Research and Development"; \$12,562,988. Jeff Muhs, Principal Investigator; Byard Wood, Kevin Heaslip and Randy Simmons, Co-Principal Investigators.
7. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Sprint"; \$1,630,895. Alfred K. Cheung, Principal Investigator.
8. University of Utah – Myrex Inc; "Myrex MPC-6827"; \$1,340,980. Howard Colman, Principal Investigator.

D. Items Received and Approved – June 2010 to March 2011 (On file in the Commissioner's Office)

Report of the Chair

Chair Jordan thanked everyone who participated in the meeting. He expressed special appreciation to President Nadauld and his staff.

Commissioner Sederburg announced that a luncheon will be held on April 26 to celebrate Secretary Cottrell's retirement.

Chair Jordan asked the Regents to let Secretary Cottrell know which commencement ceremonies they planned to attend.

Chair Jordan spoke of retaining female students. Participation by female students is essentially equal to the participation of males. However, retention is significantly lower for females. He announced that Vice Chair Beesley would work with the Commissioner's staff and others to research female retention and what can be done on a system and institutional basis to make progress on this issue. Vice Chair Beesley said this also pointed out the need to work with our communities. A significant number of young women are not viewing higher education as a necessity. This will make a significant difference in achieving the state's 66 percent completion goal.

Adjournment

Regent Davis moved that the Board move into executive session to discuss personnel and real estate issues. The motion was seconded and carried. The meeting was adjourned at 3:08 p.m.

Joyce Cottrell CPS, Secretary

Date Approved