

STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
TAGGART STUDENT CENTER (TSC)
JULY 15, 2011

Agenda

7:30 – 9:00 a.m. BREAKFAST MEETING – STATE BOARD OF REGENTS, USU BOARD OF TRUSTEES, PRESIDENT ALBRECHT, COMMISSIONER SEDERBURG
State of the University – President Albrecht
Location: David B. Haight Alumni Center

8:30 a.m. Continental Breakfast (East Ballroom, Taggart Student Center (TSC))

9:15 – 10:00 a.m. COMMITTEE OF THE WHOLE (West Ballroom, TSC)

1. Commissioner's Report
 - a. Utah's National Standing on Efficiency
 - b. Technical Education in Utah
2. Resolutions

10:00 a.m. Refreshment Break (East Ballroom, TSC)

10:15 a.m. – 11:30 p.m. MEETINGS OF BOARD COMMITTEES

FINANCE/FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Location: Sonne Board Room, University Inn, Room 508

ACTION:

- | | |
|--|-------|
| 1. Utah State University – Campus Master Plan | Tab A |
| 2. Utah State University – Ground Lease, Brigham City Campus | Tab B |
| 3. Utah State University – Main Campus Ground Lease For Student Housing Development | Tab C |
| 4. Utah State University – Sale of Building on the Innovation Campus (Research Park) | Tab D |
| 5. Peer Institutions List – Utah State University | Tab E |
| 6. Dixie State College – Married Student Housing | Tab F |
| 7. Southern Utah University – Revenue Bond Refinance (Series 2003 Student Housing) | Tab G |
| 8. Salt Lake Community College – Airport Property Lease | Tab H |

CONSENT:

- | | |
|-------------------------|-------|
| 9. Budget Work Programs | Tab I |
|-------------------------|-------|

INFORMATION:

- | | |
|--|-------|
| 10. One-Time Funding Initiatives | Tab J |
| 11. Snow College Revenue Bond Sale Follow-up | Tab K |
| 12. UTA Contract Updates | Tab L |

PROGRAMS/PLANNING COMMITTEE

Regent John H. Zenger, Chair

Location: Senate Chamber, Room 336, TSC

ACTION:

- | | |
|--|-------|
| 1. Regents' Policy R461 Revision | Tab M |
| 2. Snow College – Mission Statement Revision (R312 Revision) | Tab N |

NEW DEGREE PROPOSALS:

- | | |
|--|-------|
| 3. University of Utah – Bachelor of Art / Bachelor of Science in Ethnic Studies | Tab O |
| 4. Utah State University – Bachelor of Art in Global Communication | Tab P |
| 5. Southern Utah University – Bachelor of Art / Bachelor of Science in General Studies | Tab Q |
| 6. Southern Utah University – Minor in Women and Gender Studies | Tab R |
| 7. Salt Lake Community College – Associate of Applied Science in Mortuary Science | Tab S |
| 8. <u>New Emphases</u> | Tab T |
| A. University of Utah | |
| i. Emphases in Bachelor of Science Geoscience | |
| a) Geology | |
| b) Environmental Geoscience | |
| c) Geophysics | |
| ii. Emphases in Bachelor of Science Chemistry | |
| a) Professional Chemistry | |
| b) Biological Chemistry | |
| c) Business Chemistry | |
| d) Chemical Physics Chemistry | |
| e) Geology Chemistry | |
| f) Materials Science and Engineering Chemistry | |
| g) Mathematics Chemistry | |
| h) Teaching Chemistry | |
| iii. Emphases in Master of Science Computing and Master of Fine Art | |
| a) Game Engineering in Master of Computing | |
| b) Game Production in Master of Fine Art | |
| c) Game Arts in Master of Fine Art | |
| B. Southern Utah University | |
| i. Emphases in Bachelor of Art / Bachelor of Science Hotel, Resort, and Hospitality Management | |
| a) Food and Beverage Management | |
| b) Lodging and Convention Management | |

11:45 a.m. – 1:30 p.m. CLOSED MEETING – STATE BOARD OF REGENTS LUNCH

Location: David B. Haight Alumni Center

11:45 a.m. – 1:30 p.m. LUNCH FOR OTHERS (East Ballroom, TSC)

1:30 – 3:00 p.m. COMMITTEE OF THE WHOLE (West Ballroom, TSC)

- | | |
|--------------------------------------|-------|
| 1. Reports of Board Committees | |
| 2. Snow College Mission Conversation | |
| 3. Presidential Salary Adjustments | Tab U |
| 4. General Consent Calendar | Tab V |
| 5. Approval of Meeting Schedule | Tab W |
| 6. Report of the Chair | |

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

July 6, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah State University – Campus Master Plan Approval

Issue

In compliance with Regents policy, Utah State University has requested approval of their updated Campus Master Plan, which was last reviewed and approved by the Regents in August of 2009.

Background

Utah State University will make a formal presentation at the meeting that will provide information about significant changes that have been made during the past two years, current projects in planning and under construction, and updates to the five-year plan to reflect current needs and priorities for all of the University's campuses. The attached letter from the University summarizes the major projects completed, under construction, and in planning.

Also attached are copies of two brochures that summarize the master planning issues of the main campus and the statewide campuses. A booklet providing significantly more detail will be distributed at the meeting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the updated Utah State University Campus Master Plan.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



June 28, 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:

Enclosed is the 2011 Utah State University Master Plan which outlines significant changes made on USU campuses since the last review in 2009, highlights current projects in planning or under construction, and updates the five year plan to reflect current needs and priorities. Additionally, an accompanying Master Plan video is available on the Facilities webpage, www.usu.edu/facilities/masterplan11.cfm

Since the last review, the campus has constructed five new buildings; three in Logan, one in Kaysville, and one in Vernal. Currently, there are two major buildings under construction on the Logan campus and planning is underway for a new building for the Huntsman School of Business.

A boom in enrollment at the Regional Campuses has fueled the need to acquire land and begin master planning for new campuses in Brigham City, Tooele, and Moab.

In the summer of 2010, the College of Eastern Utah merged with Utah State University, enhancing the institutions ability to increase its offering of degree programs into the remote southeast portion of the state. The new five year plan prioritizes the needs of all of the University's campuses, reflecting the institution's need to enhance and expand its programs statewide.

Utah State University requests that this item be placed on the calendar for the 15 July 2011 meeting to ratify support for the Master Plans.

Sincerely,

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

CAMPUS MASTER PLAN 2011

[INDEX]

ABBR	NAME
AGPT	Aggie Parking Terrace
AVAP	Aggie Village Apartments
AVIT	Aggie Village North Townhouses
AGSC	Agricultural Science, Peterson
ASTE	Agricultural Systems Technology and Education
AC	Alumni Center (David B. Haight)
AMPH	Amphitheater
ANSC	Animal Science
AM	Art Museum (Nora Eades Harrison)
ASL	Art Sculpture Laboratory
ATHC	Athletic Complex (Jim and Carol Laub)
BARN	Barn
BBSL	Bare Biology and Systematics Laboratory (USDA)
BSPT	Big Blue Parking Terrace
BNR	Biology & Natural Resources
BTEC	Biochemistry Center
BULLN	Bullen Hall
BUS	Business
CAVE	Cave Home
CSS	Campus Services and Storage
CPO	Center for Persons with Disabilities
CEP	Central Energy Plant
CHHO	Children's House
DAVIS	Davis Hall
DIST	Distribution
ECERC	Early Childhood Education and Research Center (Emma Eades Jones)
ECOB	East Campus Office Building
ECG	Eades Conference Center
ESLC	Eades Science Learning Center
EELS	Edith Bowen Laboratory School
EDUC	Education (Emma Eades Jones)
ENGR	Engineering
ENHIV	Engineering Innovation (David G. Sant)
ENLAB	Engineering Laboratory (Dean F. Petersen)
FCLT	Facilities
FCHDW	Family, Consumer, and Human Development West
FL	Family Life
FLC	Family Life Center
FH	Feldhouse (Hobson Recreation Center)
FAC	Fine Arts Center (Daryl Chase)
FAV	Fine Arts Visual
FRRL	Forage and Range Research Laboratory (USDA)
FSL	Forest Science Laboratory
GEOL	Geology
GREAV	Greenhouse (Dale and Adele Young)
GH	Gun Shed
GNHSD	Health, Physical Education and Recreation
HPER	Housing Support Services
HSS	Human Resources
HR	Human Services Research Center
HSRC	Industrial Science
IS	Information/Traffic Control
ITC	Janet Quinley Lawson
JONES	Jones Hall
JCTN	Junction
LARC	Laboratory Animal Research Center
LUB	Lewis-Casper Library
LULLY	Lillywhite (Communicative Disorders)
LLC	Living Learning Center
LUNDB	Lundberg
LSC	Lundstrom Student Center
MCL	Masser Chemistry Laboratory
MPL	Maths and Physiology Laboratory
MERRL	Merrill Hall
MS	Military Science
MOEN	Moan Hall
MORGN	Morgan Hall
MPS	Motor Pool and Storage
MVT	Mountain View Tower
MCLD	Multimedia and Distance Learning Services
NFS	Nutrition and Food Sciences
NR	Natural Resources
OBS	Observatory
OB	Old Main
PERF	Performance Hall
PPRL	Phyoreus Plant Research Laboratory (USDA)
PFARM	Poultry Farm
PRACF	Practice Field
PR	Public Relations
PSAF	Public Safety
QUB	Quinn Library (Natural Resources Research)
RWST	Ray B. West
RECYC	Recycling Center
REEDR	Reeder Hall (Ella V.)
RGH	Research Greenhouses
RCH	Rich Hall
RCHD	Richards Hall (LeGrand)
RSTAD	Romney Stadium (E.L. "Dick")
SJAH	San Juan Hall
SER	Science Engineering Research
SNOW	Snow Hall
SOCCF	Spencer Field (Chuck and Gloria Bell)
SOFTF	Softball Field (LaGrand and LaRee Johnson)
SPEC	Spectrum (Dee Glen Smith)
STOR	Stores
SHWC	Student Health and Wellness Center
SUMMT	Summit Hall
TSC	Taggart Student Center (Glen L.)
TECH	Technology
TENNC	Tennis Courts
TSOCF	Tower Soccer Field
TRACK	Track (Ralph Maughan)
TRC	Training Center (Stan Laub)
UDHIA	Utah Dairy Herd Improvement Association (Dairy Farm)
UI	University Inn
UPRES	University Press
UR	University Reserve
VVT	Valley View Tower
VOL	Veterinary Diagnostics Laboratory
VJMR	Veterinary Medicine Research Facilities
VSB	Veterinary Science and Bacteriology
VIC	Visitor Information Center
VASAT	Vasatch Hall
WOF	West Office
WGV	West Stadium Villa
WRDC	Western Rural Development Center
WDT	Widsee Hall

[LEGEND]

- Existing University Buildings
- Existing University Housing
- Buildings Under Construction
- Proposed New Building or Renovation



0 200 400 600
100 200 400

1200 NORTH
FUTURE
DEVELOPMENT

ATHLETICS
COMPETITION
FACILITY

UPR RADIO
STATION

HPER

ART BARN

ANIMAL SCIENCE

BNR

RCDE

FINE ARTS
COMPLEX

FINE ARTS
CENTER

BUSINESS BLDG

RAY B. WEST

COA

MASTER PLANNING USU

Utah State University is located in northern Utah's beautiful Cache Valley. Established in 1888, USU is the state's land-grant university. USU's central campus sits above downtown Logan, Utah at the base of the Bear River Mountains.

The university was historically planned around two central tenets: the main quadrangle and the underlying city grid system. Current USU master planning has set the following goals to accommodate long range growth on campus:

- Accommodate anticipated increases in enrollment
- Preserve USU's land-grant legacy
- Sustain student residency on campus
- Maintain a compact, walk-able academic core
- Strengthen and clarify the image of USU
- Enhance compatibility with the community
- Maintain consistent spatial pattern and density
- Efficient and safe pedestrian and vehicular circulation

The historical basis for planning at USU will continue to provide the framework for the campus plan. Additionally, new quadrangles and courtyards will be prioritized as density of buildings increases. Main entrances and nodes of activity will be strengthened and linkages developed and maintained. Density will be increased, while maintaining a suitable, human scale. Parking structures will replace surface lots over time. Future planning will enable alternative modes of transportation as well as address sustainability goals.

FIVE YEAR PLAN

THE COLLEGE OF AGRICULTURE (COA)

Construction is under way for the new College of Agriculture building, to be located on a prominent site east of the Quad and will replace the existing Ag Science building, which has outlived its useful life. The project will be approximately 121,000 square feet and is funded by the state of Utah.



REGIONAL CAMPUSES AND DISTANCE EDUCATION (RCDE)

A new building to house RCDE offices and state-of-the-art distance education classrooms has begun construction on a convenient, central location along 100 North. It will enable USU to deliver high-tech education and quality academic programs to students in Logan, throughout the state, and around the world. Classes will be provided online, face-to-face, as well as through interactive video broadcast.



BUSINESS BUILDING

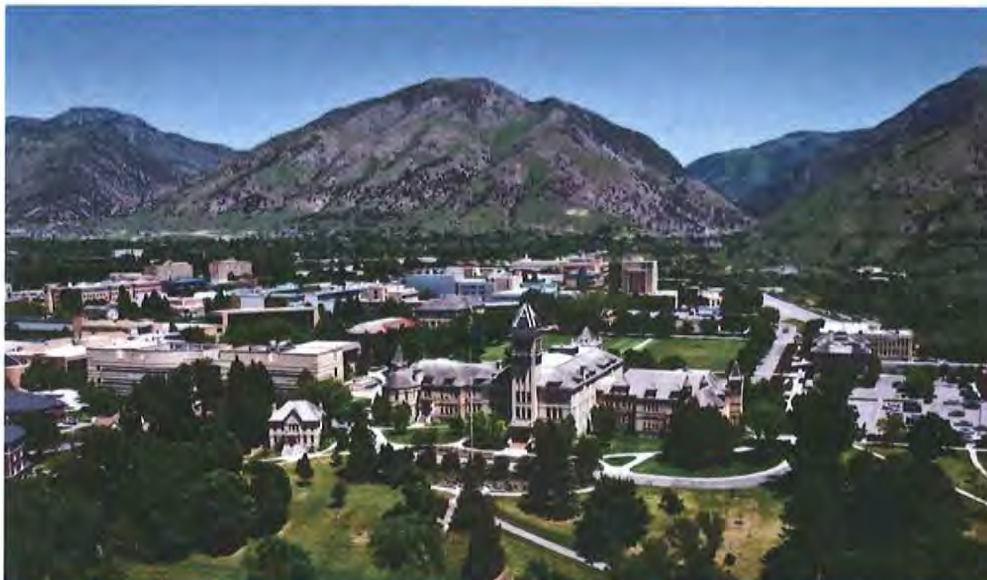
The College of Business will start construction on a new building in 2012, with funding from state and private sources. The building will expand their current facilities to provide space for increased enrollment and new programs offered. The new building will sit to the south of the existing business building, on the site of Lund Hall.

FINE ARTS COMPLEX

The Fine Arts Center houses the Kent Concert Hall and the Morgan Theatre; large assembly spaces that are heavily scheduled for classes and performances. The systems supporting these spaces need to be updated to provide a safe, comfortable, and functional environment critical for the programs provided by the Music and Theatre Arts departments.

HEALTH, PHYSICAL EDUCATION AND RECREATION (HPER)

The existing HPER building supports the College of Education and Human Services as a teaching facility for recreation and health majors. It also serves as a general fitness facility for the USU community. The building is aging, and in need of improvements. An expansion is needed to address the heavy pressure on existing classrooms and gymnasiums, and new research programs.



**UTAH STATE
UNIVERSITY
MASTER
PLAN**
LOGAN CAMPUS

STATEWIDE PLAN 2011



MASTER PLANNING STATEWIDE

As a public land-grant university, Utah State University is committed to expanding and enhancing the educational opportunities of the citizens of Utah. With 4 statewide campuses, 5 Education Centers and multiple education sites in all of Utah's 29 counties, higher education is now more accessible than ever before. These campuses and centers support and facilitate the delivery of quality courses and degree programs to students throughout Utah.

Current USU master planning has set the following goals to accommodate immediate as well as long range growth throughout the state:

- Accommodate anticipated increases in enrollment
- Sustain student residency at USU Eastern
- Preserve USU land-grant legacy
- Create and maintain compact, walk-able academic cores
- Strengthen and clarify the image of USU
- Enhance compatibility within communities
- Maintain consistent spatial patterns and density
- Efficient and safe pedestrian and vehicular circulation

The mission of USU statewide campuses is to provide opportunities for professional and vocational learning, as well as lifelong enrichment through participation in social and cultural programs. These programs enable people of all ages and circumstances to enrich their lives and increase their knowledge without disrupting their employment or life style. Programs offered range from associate to doctoral level, including endorsements and certificates. As student enrollment increases, future planning will continue to address the needs of these facilities.

STATEWIDE CAMPUSES

★ Enrollment data: Fall 2010

TOOELE REGIONAL CAMPUS

The Tooele Regional Campus has recently completed an 18,000 sq. ft. addition to their current facility. Additionally, they have received a generous donation of 30 acres of property from Tooele City, south of the current facility. Thirty two acres of adjacent property has been purchased, allowing for expansion. The Tooele Applied Technology Center (TATC) received funding this year from the state, and is partnering with USU-Tooele to construct a joint facility on the new property.

CURRENT DATA	SQUARE FOOTAGE:	34,493
	TOTAL ACREAGE:	67
	CURRENT ENROLLMENT:	971



Tooele Regional Campus

UINTAH BASIN REGIONAL CAMPUS

In 2010, the Bingham Entrepreneurship and Energy Research Center was built with funding provided through a private donor. This fully-functional building is designed to support students, research, and local business. It has contributed to the utilization of higher education and workforce training to help raise the quality of life and expand opportunities for the people of the Uintah Basin and throughout the state of Utah.

CURRENT DATA	SQUARE FOOTAGE:	172,000
	TOTAL ACREAGE:	150
	CURRENT ENROLLMENT:	1,238



Uintah Basin Bingham Entrepreneurship and Energy Research Center

Brigham City Regional Campus



BRIGHAM CITY REGIONAL CAMPUS

Program and enrollment growth at the regional campuses has led to the need for expansion at the Brigham City Regional Campus. Commercial buildings have been adapted for short term growth. Master planning is underway for a new 48 acre campus site in downtown Brigham City, recently purchased by USU to accommodate long term growth. The first building will be approximately 60,000 sq. ft. and will house classrooms, faculty offices, and student support spaces.

CURRENT DATA	SQUARE FOOTAGE:	66,650
	TOTAL ACREAGE:	48
	CURRENT ENROLLMENT:	1,971

USU EASTERN

In the summer of 2010, the College of Eastern Utah merged with Utah State University, creating a mutually beneficial partnership. The College of Eastern Utah has been a longstanding institution in Utah, established since 1937 with campuses in Price and Blanding. The main priority for the USU Eastern campus in Price is a new Arts and Education Building to replace the aging Music Building and the Geary Theatre. Both buildings have significant life/safety and ADA issues. The project will bring together theater, music, and visual arts into one facility on campus, on the historic site of the now demolished Old Main building. Most of the recent growth at USU Eastern has been at its San Juan campus in Blanding, which serves a large area of students from the four corners region. This growth has exacerbated the need for additional housing on the campus. The current residence halls are full, and the private rental market is not equipped to support campus residential growth.

CURRENT DATA	SQUARE FOOTAGE:	613,969
	TOTAL ACREAGE:	86
	CURRENT ENROLLMENT:	3,700

MASTER PLAN 2011 STATEWIDE CAMPUSES

• BRIGHAM CITY

• TOOELE

• UINTAH BASIN

• USU EASTERN



July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Brigham City Property Public/Private Partnership
Ground Lease

Issue

Utah State University has requested authorization under the provisions of Regents' Policy R712 – Non-traditional Arrangements for Development of Campus Facilities to enter into a Public/Private Partnership through a ground lease for the development of commercial property on the future Brigham City campus site.

Background

Orvieto Investments, LLC (Orvieto) is currently building residential housing and an associated facility adjacent to the proposed future Brigham City campus site property. The proposed agreement will enable Orvieto to also develop commercial space on the USU property that is compatible and consistent with the proposed master plan for the USU Brigham City campus that supports mixed-use development, including some commercial development. A commercial ground lease of this USU land at market value will help offset property costs, provide financial resources for maintaining and developing all of the property, and provide significant benefit to the community.

The attached materials from the University include a letter describing the proposal in more detail and a summary of the important elements of the proposed lease agreement, including the financial consideration. The funds from the annual lease payment, estimated to be approximately \$16,200 per year, will be used to offset property acquisition costs and enhance the future campus. Also included is a map showing the land holdings for the future campus and the specific location of the property to be leased.

Members of the University Administration will be present to provide additional information as needed and to respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve this proposed ground lease subject to approval of the lease document by the Office of the Attorney General as required by Board policy.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



June 28, 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 (USU) desires to enter a Public/Private Partnership through a ground lease to Orvieto Investments, LLC (Orvieto) for the development of commercial property west of the former K-Mart Building now owned by USU in Brigham City, Utah, located between 8th and 10th South Main Street. The ground to be leased is approximately .92 acres fronting Main Street (see attached drawing Exhibit A).

The USU Master Plan for USUBC (Brigham City) supports mixed-use development on the recently acquired future campus property, including some commercial development to enhance the financial resources for maintaining and developing all of the property and strengthen public support for developing the new campus. There are few commercial retail food and specialty enterprises near or adjacent to the current USU educational facilities. A commercial ground lease of this USU land at fair market value will serve to not only offset USUBC property costs but benefit USU and the community overall.

Orvieto is currently building residential housing and an associated commercial facility adjacent to the proposed future campus site. Both USU and Orvieto have an interest in entering into an agreement whereby Orvieto will develop commercial space on this USU property. The Orvieto proposal is compatible and consistent with the USUBC master plan to have the former K-Mart property redeveloped into, managed, marketed, and maintained with retail outlets for approximately 20 to 30 years. Orvieto is willing to enter into a long term ground lease Agreement with USU on terms that comply with Regents Policy R712 - Nontraditional Arrangements for Development of Campus Facilities.

The proposed retail use of this commercial development is proper and appropriate for the image and environment of USU. In addition, the ground lease agreement will be written to protect the interests of the University including institutional right to control facility appearance, parking rights, review and approval of external graphics and signage, and access to utility systems and roads.

A summary sheet of specific project details has been provided.

Utah State University requests that this item be placed on the calendar for the 15 July 2011 meeting to ratify support for entering into a ground lease for commercial development with Orvieto subject to final approval of the lease as to form by the Attorney General's Office.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Cowley', with a stylized, cursive script.

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

Utah State University
Proposed Public/Private Partnership Ground Lease with Orvieto Investments, LLC
Summary Sheet

Proposed Development:	Public/Private Partnership through a ground lease to Orvieto Investments, LLC for commercial development.	
Overview:	Location:	West of the former K-Mart Building between 8 th and 10 th South Main Street in Brigham City (see attached Exhibit A)
	Property Uses:	Commercial enterprises
	Commercial Enterprises:	Food services and other frontage retail
Lease Details:	Property Size:	.92 acres
	Year 1 Lease Payment:	Approximately \$16,200 based on appraised value of land for commercial purposes at \$196,020/acre
	On-going Lease Payments:	Increasing at 6% every three years
	Lease Term:	25 years with up to three (3) five-year extensions
	End-of-Term:	Ownership of assets developed on University property will revert to USU at the end of the ground lease

AN APPRAISAL – CONSULTING REPORT

on
Mixed-Use Land Located at
Approximately 500 East and 950 South
Brigham City, Utah

Date of the Report
December 7, 2010

Date of Valuation
October 8, 2010

Prepared by
Thomas D. Singleton, MAI
1095 South 400 East
Box 37, Providence, UT 84332

Prepared for
Utah State University
1445 Old Main Hill
Logan, Utah 84322-1445
&
Tom Mannschreck
Boise, Idaho

value of the land that is being purchased by the university that will include 33.19 acres.

Because the land being negotiated for purchase by USU will not include all of the 46.69 acres that were included in the Liddell and McCoy appraisals, I have included the unit value (price per square foot or price per acre) and the acres viewed as commercial and residential land on my appraisal as well as for Liddell and McCoy. The effective date of valuation for each appraisal is October 8, 2010.

Valuation Premise	Liddell Appraisal	McCoy Review	Singleton Opinion
Acres - Commercial	11.87	19.40	10.0
Acres - Residential	37.82	30.29	23.19
Total Acres Included in Value	49.69	49.69	33.19
Retail Value per SF - Commercial	\$4.00	\$2.50	\$4.50
Retail Value per Acre - Residential	\$70,000	\$50,000	\$75,000
Retail Value of Entire Property	\$4,720,000	\$3,628,000	\$3,777,420
Bulk Value of Entire Property	\$4,230,000	\$2,970,000	\$2,470,000
Ratio of Bulk to Retail Value	89.60%	81.90%	65%

The following pages will outline my review of both the Liddell and McCoy appraisals and the reasoning and analysis used to formulate my opinion of the market value of the fee simple interest in the subject property. It is reiterated that my opinion of market value is predicated on the Hypothetical Condition that the existing improvements on the sites are demolished and that the individual properties are clean of any hazardous material and ready for new development.

My opinion of the property's market value also relies on the Extraordinary Assumption that the sales data as provided in the Liddell appraisal is correct and represents the most reliable sales in the Brigham City market.

Respectfully submitted,



Thomas D. Singleton, MAI






-  **USU PROPERTY**
-  **PROPOSED GROUND LEASE AREAS**
-  **EXISTING KMART BUILDING**

EXHIBIT A



NOT TO SCALE

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Main Campus Ground Lease for Student Housing Development

Issue

Utah State University (USU) has requested authorization under the provisions of Regents' Policy R712 – Non-traditional Arrangements for Development of Campus Facilities to enter into a Public/Private Partnership through a ground lease for the development of student housing and commercial (retail/restaurant) property on the west side of 800 East, across from the USU Romney Stadium on the main campus.

Background

La Veta Financial, LLC (La Veta) is currently building student housing and associated commercial entities adjacent to the proposed lease site. They are interested in also developing student housing and commercial space on USU property that integrates with the development on La Veta's adjacent property. Conversations with USU subsequent to their submission of this request have been useful in gaining a better perspective of the proposal. USU owned student housing is fully occupied. They have been in the process of evaluating how to meet the expanding need. They will be prepared to discuss this issue in further detail at the meeting.

About nine months ago, La Veta purchased the property referred to above. They are in the process of developing it as indicated. USU would have liked to purchase that property, but when they became aware it was available, it was already under contract. That notwithstanding, purchase of the property by La Veta and the subsequent approach to USU about the ground lease for use of the property is viewed very positively by USU. They see it as a significant enhancement to the campus as follows:

- It will provide the campus with privately owned commercial establishments (retail/restaurants) that currently do not exist in the proximity of campus.
- It will provide the campus with "high-end" student housing that will enhance the image of the campus, attract a significant group of students, and help alleviate the housing need
- La Veta will construct a roadway on the easement that will provide a loop through the property that will be a real asset for USU as well.

- The proposal will also provide a revenue stream that will be used to improve existing USU housing units and Residence Life programs.

The proposed ground lease of approximately 2.5 acres is estimated to yield about \$75,000 per year based on the appraised value of the land and fair-market value for leases of this type. The attached materials from USU include the letter requesting authorization, a summary of the specific details of the proposal, and a map showing the location of the proposed ground-lease site. Members of the USU Administration will be present to provide additional information as needed and to respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve this proposed ground lease for student housing development, subject to approval of the lease document by the Office of the Attorney General as required by Board policy.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

June 28, 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 (USU) desires to enter a Public/Private Partnership through a ground lease to La Veta Financial, LLC (La Veta) for the development of student housing and commercial (retail/restaurant) property on the west side of 800 East, across from the USU Romney Stadium. The property is approximately 2.5 acres.

The USU Master Plan supports mixed-use housing development on the USU campus including commercial development to support student housing, athletic events, student life, and the USU campus in general. There are currently few commercial enterprises near or adjacent to the USU campus and a ground lease of USU property at fair market value for student housing/commercial development will serve to not only enhance the USU environment but also provide a revenue stream which can be used to improve existing USU Housing units and Residence Life programs.

La Veta is currently building student housing and associated commercial entities adjacent to the proposed lease site. Both USU and La Veta have an interest in entering into an agreement whereby La Veta develops student housing/commercial space on USU property that integrates with student housing and commercial enterprises being developed by La Veta on their adjacent property. Ownership of the assets developed on University property will revert to USU at the end of the ground lease.

The proposed uses of this commercial development are proper and appropriate for the image and environment of USU. In addition, the ground lease agreement will be written to protect the interests of the University including institutional right to control facility appearance, parking rights, review and approval of external graphics and signage, and access to utility systems and roads.

A summary sheet of specific project details has been provided.

Utah State University requests that this item be placed on the calendar for the 15 July 2011 meeting to ratify support for the ground lease to La Veta for student housing and commercial development subject to final approval of the lease as to form by the Attorney General's Office.

Sincerely,

A handwritten signature in black ink, appearing to read "David T. Cowley". The signature is fluid and cursive, with the first name "David" being more prominent.

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

Utah State University
Proposed Public/Private Partnership Ground Lease with La Veta Financial, LLC
Summary Sheet

Proposed Development: Public/Private Partnership through a ground lease to La Veta Financial, LLC for student housing and commercial development.

Overview:	Location:	West side of 800 East, across from Romney Stadium (see attached Exhibit A)
	Property Uses:	Mixed-use development that includes student housing and commercial enterprises
	Student Housing:	High-end units with significant amenities including upgraded finishes, underground parking, outdoor living and social areas, and exercise/workout facilities
	Commercial Enterprises:	Retail and food service entities that will be in support of and integrate with not only the proposed student housing but also other University housing. It will also support Athletic events given the proximity to athletic venues.

Lease Details:	Property Size:	2.5 acres
	Year 1 Lease Payment:	Approximately \$75,000 based on appraised value of land at \$420,790/acre
	On-going Lease Payments:	Increasing at Consumer Price Index (CPI)
	Lease Term:	30-40 years with up to two (2) ten-year extensions
	End-of-Term:	Ownership of assets developed on University property will revert to USU at the end of the ground lease

McCoy Appraisal, Inc.

1264 North 2550 East, Layton, Utah 84040 Telephone (801)-444-0231 Facsimile (801)-444-0232



Appraisal Report

Vacant Land
1089 North 800 East
Logan, Utah 84341

April 15, 2011

Prepared for:

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

McCoy Appraisal, Inc.

1264 North 2550 East, Layton, Utah 84040 Telephone (801)-444-0231 Facsimile (801)-444-0232



April 15, 2011

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

RE: Vacant Land
1089 North 800 East
Logan, Utah 84341

Dear Mr. Huffaker:

At your request, I have conducted an appraisal of the above referenced property. The purpose of the appraisal has been to estimate the current market value of the fee-simple estate. The intended use of the report is to assist with possible disposition decisions.

The attached report is a restricted use appraisal report, as defined by USPAP (please make reference to the Scope of Work section). In the body of the report are the data, analyses and opinions that were used to develop the standard Sales Comparison Approach. A final value estimate of Nine Dollars Sixty-Six Cents Per Square Foot (\$9.66/SF) is concluded for the subject as of April 15, 2011.

Based on talks with market participants, a base market rental rate of between \$.87 and \$.97 per square foot per year, triple net, is considered to be reasonable for the subject. The rate is based on land lease constants ranging from 9.00% and 10.00%.

The above value estimate is made with a number of extraordinary assumptions and/or hypothetical conditions, the following of which are emphasized:

In this case, no inspection was made of the subject property. Therefore, the value estimate is subject to revision should an inspection reveal additional information about the subject property.

KCM ____

As of the date of this appraisal, no complete legal description was available for the subject. However, the total size is understood to be around 1.00 acre. With that, the client has requested a value estimate per square foot, that can be applied to the final size of the site.

I consider 6 months to be a reasonable marketing period for a property of this type.

Thank you for this assignment. Please contact me if you have any questions or if I can help in any way.


Respectfully submitted,

Kenneth C. McCoy, MAI

Utah State-Certified General Appraiser 5451905-CG00 Expires 8-31-12
--

EXHIBIT A



-  DEVELOPMENT ON USU PROPERTY (2.5 AC)
-  MILLER PROPERTY
-  EASEMENT: USU TO MILLER



July 6, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah State University – Sale of Innovation Campus Building

Issue

Utah State University (USU) has requested authorization to sell the building located at 1780 Research Parkway on the Innovation Campus.

Background

The building currently owned by USU was constructed and originally owned by a private developer in the 1980s. USU acquired ownership through a 12-year lease/purchase agreement entered into in 1999 and completed earlier this year. The building is in need of major renovation and upgrades estimated to cost between \$180,000 and \$250,000 in order to make it suitable space. Rather than retaining ownership of the building and financing the upfront costs relating to the renovation and upgrades, USU is proposing to sell the building to Woodbury Corporation (Woodbury) "as is" at the appraised value of \$825,000 and enter into a long-term ground lease for the building site.

Woodbury will then provide the needed renovation and upgrades. Upon completion of the renovation, the facility will be leased by Woodbury to USU to provide space for the expanding needs of a USU research entity currently leasing space in another Woodbury owned building on the Innovation Campus. Under terms of the proposed agreement, Woodbury will re-convey ownership of the building to USU at the end of the ground lease.

This arrangement is consistent with the underlying concept of facilities on the Innovation Campus. USU does not typically own buildings there, though they are often among the tenants using the space. By operating these facilities in this manner, USU avoids the requirement tying up capital or borrowing funds to acquire and maintain the facilities. They also avoid the landlord risks and responsibilities of trying to find tenants when space is vacated. The proceeds from the sale of this building will be available to continue development of the Innovation Campus in accordance with the long-term master plan.

Attached are: a copy of the USU letter requesting approval to sell the building; a map showing the location of the building; and a summary of the appraisal for the property. Members of the USU Administration will be present to provide additional information as needed and to respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize USU to sell this Innovation Campus building.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



June 28, 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 (USU) desires to sell a building located at 1780 Research Parkway on the University's Innovation Campus (IC) and Woodbury Corporation (Woodbury) has expressed a willingness to purchase the building and enter into a long term ground lease for the building site, including its related landscaping and parking improvements. This building was constructed in the mid 1980's and was owned by another developer. In 1999, USU entered into a 12-year lease-purchase agreement whereby the building ownership transferred to USU earlier this year. The building is in need of major renovations and upgrades.

Separately, Woodbury is leasing office space to USU in another IC building located at 570 Research Parkway (570). This space is too small to accommodate the long-term needs of the current USU occupants. However, the 1780 building is larger and better suited for this USU operation. Upon completion of the 1780 renovations, USU occupants in 570 will move into and lease the larger 1780 building.

The 1780 building will be sold "As Is" for \$825,000 per an appraisal prepared for USU in May of 2011. The proceeds from the sale will be used to continue the implementation of Innovation Campus related development. Under the terms of the proposed agreement, Woodbury would re-convey 1780 ownership to USU at the end of the ground lease.

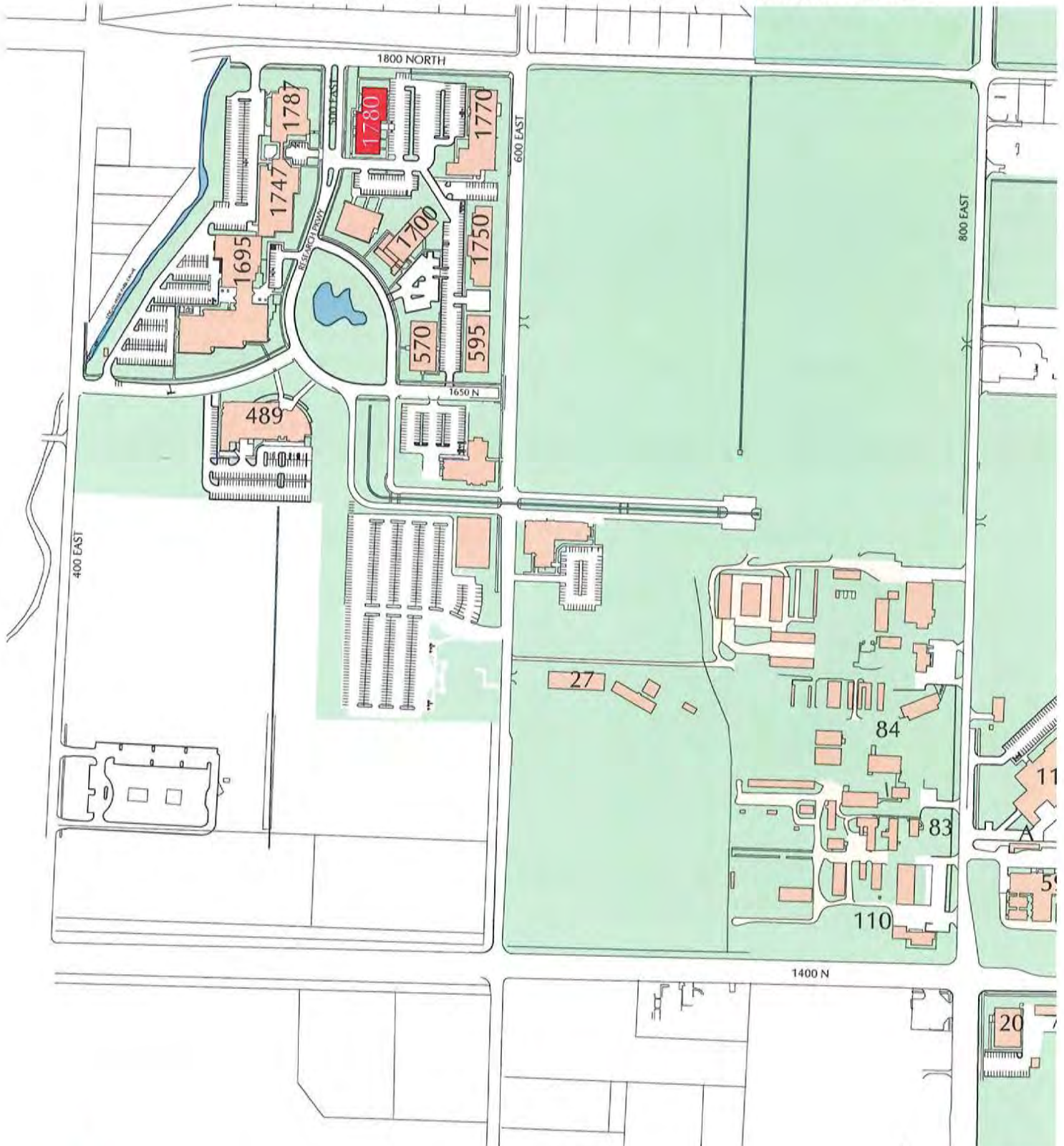
Utah State University requests that this item be placed on the calendar for the 15 July 2011 meeting to ratify support for the sale of the building located at 1780 Research Parkway.

Sincerely,

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer

USU INNOVATION CAMPUS



 1780 BUILDING

EXHIBIT A



V AND RIM MELEN & ASSOCIATES, INC.
REAL ESTATE APPRAISERS & CONSULTANTS

**A SUMMARY APPRAISAL REPORT OF
AN OFFICE BUILDING**

LOCATED AT
1780 RESEARCH PARKWAY,
NORTH LOGAN, UTAH

PROPERTY OWNED BY
UTAH STATE UNIVERSITY

PREPARED FOR
UTAH STATE UNIVERSITY
c/o NED WEINSHENKER, PH.D.
570 RESEARCH PARKWAY, SUITE 101
NORTH LOGAN, UTAH 84341

PREPARED BY
MATTHEW LIMPert
CERTIFIED GENERAL APPRAISER

DATE OF REPORT
MAY 20, 2011

EFFECTIVE DATE OF THE APPRAISAL
MAY 12, 2011



V AND RIM MELEN & ASSOCIATES, INC.
REAL ESTATE APPRAISERS & CONSULTANTS

May 20, 2011

Utah State University
c/o Mr. Ned Weinshenker, Ph.D.
Executive Director Innovation Campus
570 Research Parkway, Suite 101
North Logan, Utah 84341

Re: A summary appraisal report of an office building, located at 1780 Research Parkway, North Logan, Utah. File# 48ML0511.

As requested, I have prepared a summary appraisal report addressing the market value of the leasehold interest of the above reference property. After inspecting the site, pertinent market data were gathered and used for a comparative analysis. This was done to formulate an opinion of the market value of the indicated interest. An appraisal analysis was completed in accordance with Standards Rule 1 of the Uniform Standards of Professional Appraisal Practice (USPAP).

The results of the appraisal have been prepared and communicated in a summary report format, which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(b) of USPAP. As such, it presents only summary discussions of the data, reasoning, and analyses that were used in the appraisal process to develop an opinion of market value. The information contained in this report is specific to the needs of the client and for the intended use stated in this report. Supporting documentation is retained in the appraiser's work file. Finally, this appraisal report conforms with, and is subject to, the Uniform Standards of Professional Appraisal Practice (USPAP), the Code of Professional Ethics, and the Standards of Professional Appraisal Practice of the Appraisal Institute.

Specifically, this appraisal conforms to the following guidelines:

- Title XI of the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA) (12 U.S.C. 3331 et seq.);
- The regulations adopted by the Office of the Comptroller of the Currency pursuant to Title XI, including, without limitations, the appendix thereto consisting of excerpts from the Uniform Standards of Professional Appraisal Practice (USPAP), adopted by the Appraisal Foundation (12 CFR Part 34, Subpart C).

Mr. Ned Weinshenker, Ph.D.
May 20, 2011
Page 2

Any values given within this appraisal report and the use thereof, by the client or by a third party, will mean acceptance of all the general assumptions, limiting conditions, and any specific extraordinary assumptions contained in the Letter of Transmittal, Preface, and attached Report. *It is important that the reader of this report review and understand all general and specific assumptions and limiting conditions.* The appraisers are not responsible for unauthorized use of this report. The effective date of value "as is" is May 12, 2011. The date of the report is May 20, 2011.

As demonstrated within the attached appraisal report, I am of the opinion that the **Market Value** of the Leasehold interest of the above reference property (as defined in the attached Report and subject to the definitions, certifications, limiting conditions and extraordinary assumptions set forth in the attached Report), is as follows:

Reconciled Market Value	
Market Value" As If Stabilized/Built-Out" Leasehold- as of May 12, 2011	\$980,000
Market Value "As Is" Leasehold- as of May 12, 2011	\$825,000

This report has been prepared primarily for your use. As is customary in assignments of this nature, neither my name nor the material submitted may be included in any prospectus, in newspaper publicity, or as part of any printed material; or used in offerings or representations with the sale of securities or participation interests to the public.

I trust the attached report is sufficient to accomplish its intended function. Please call if I may be of further assistance. Your attention is invited to the attached appraisal report, which outlines the data collected and the methods used to formulate opinions of market value of the above indicated interest on the above-described property.

Respectfully submitted,



Matthew Limpert, Appraiser

Utah State Certified General Appraiser
License No. 5489702-CGOO, Expires 1-31-13

Enc.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Peer Institutions List: Utah State University

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 Utah State University (USU). The recommended list accompanies this item. Formally approved peer lists are used for various financial and statistical comparisons, 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 used as comparators. Board of Regents policy R508 provides guidance for the creation and approval of peer institutions groups; utilizing those guidelines, the USU and OCHE have worked together to complete the task of reviewing the Utah State University peer list.

Issue

The Utah State University peer institution list would, expectedly, include a group of institutions whose mission, role and scope, are well established. For USU, the list includes a group of institutions that have the state land-grant mission, are full-time residential student oriented, are located in modest to mid-sized towns, and place fairly substantial emphasis on graduate programs and research activities.

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:

- Size and service area
- Student body characteristics

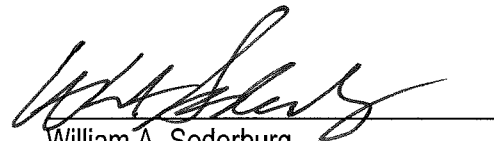
- Research activity
- Carnegie classification
- Academic degree and program mix
- Student admissions scores & selectivity

Utilizing the NCHEMS information, OCHE and USU worked collaboratively to review the list of potential institutions for purposes of compiling a collectively agreed upon list. In this particular instance, the peer list created represents a like group of public land-grant schools, with quite similar characteristics across a host of metrics; one that both the Commissioner's Office and the Utah State University are comfortable will provide helpful comparisons in the coming years.

(Please see Appendix A – USU Peer Institution List)

Commissioner's Recommendation

The Commissioner recommends continuing approval of the Peer Institution List for Utah State University.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

APPENDIX A

(Memo USU Peer Institution List July 2011)

Utah State University Peer Institution List:

Institution	Location	Total Headcount Students	Full-time Faculty	Percent Bachelors	Masters Programs	Doctoral Programs
Colorado St U	Fort Collins, CO	28,882	1,184	73%	22	13
Kansas St U	Manhattan, KS	23,520	986	73%	22	12
Montana St U	Bozeman, MT	11,976	541	80%	19	7
New Mexico St U	Las Cruces, NM	17,239	690	71%	19	10
Oregon St U	Corvallis, OR	20,305	699	79%	18	13
U of Idaho	Moscow, ID	11,791	591	69%	20	9
U of Nebraska-Lincoln	Lincoln, NE	23,573	1,166	72%	23	19
U of Nevada-Reno	Reno, NV	16,867	660	74%	21	10
U of Wyoming	Laramie, WY	12,067	715	73%	23	10
Washington St U	Pullman, WA	25,352	1,215	82%	25	18
Utah State University	Logan, UT	15,099	744	78%	19	11

All data represents 08-09 IPEDS data.

The above is indicative of the three dozen plus comparisons made in determining appropriate peer institutions. Basic institutional characteristics, student and student preparation characteristics, degree program mixes, and geographical locations are part of the data set.

July 6, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Dixie State College - Married Student Housing Property Purchase

Issue

Dixie State College (DSC) has requested authorization to purchase an existing 16 unit apartment building to be used for married student housing. The facility is located one-half block from the south boundary of the campus at 660 South 800 East.

Background

The recent rapid growth of enrollment at DSC has exacerbated the housing shortage for students at the college. The proposed purchase, currently known as the Morgan Apartments, consists of a sixteen unit residential apartment complex located on a .80 acre site. There are two identical buildings built in 1978 containing eight units each. Each unit contains 878 sq. ft. including two bedrooms, one bathroom, a kitchen with a dining area, and a living room. Two parking spaces, one covered and one uncovered are provided for each unit.

Several of these units will be rented to married students, which is the intended long-term use of the property. Married students currently in the Abby Apartments, a 20 three-bedroom-unit complex owned by DSC, will be phased out and this complex will be converted to single student housing beginning in May of 2012. This will help alleviate the current housing shortage at the College.

The purchase price is the appraised value of \$950,000.00 that is to be paid with a 20 percent down payment from institutional funds and bank financing for the balance. The College has issued a Request-For-Proposal (RFP) for selection of the financial institution from which the funds will be borrowed. The facility will be managed by the Dixie State Auxiliaries Resident Life Department, with debt service and O&M costs paid from rental income.

Attached for your review are a copy of the College's request letter, a summary of details about the property and financial arrangements, a Summary Appraisal Report (a copy of the full document is on file in the Office of the Commissioner), and a map showing the location of the property. Representatives from the College will be at the meeting to respond to questions and provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends approval of this transaction subject to Dixie State College Trustee approval and securing bank financing that makes the acquisition financially viable.

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

June 24, 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:

Please place this property purchase request on the July 15 Regent Agenda. We are asking for approval to purchase a 16 unit apartment complex located on .8 acres at 660 South 880 East, sg-768, for the appraised price of \$950,000. The property will be purchased using a 20% down payment from institutional fund balances and a bank loan to be repaid from auxiliary reserves and rents. This acquisition is a continuation of our effort to expand the Dixie campus to accommodate our record growth.

This property consists of two brick apartment units built in 1978. The apartments are all two bedroom and one bath units. Each unit has two designated parking stalls. Half of the parking is covered. We intend to rent the units to married students. There are already a number of married students living in the complex. It is conveniently located in the block adjacent to the southerly border of campus.

A copy of the MAI appraisal from Morley McConkie has been provided to Ralph Hardy along with the legal description, photos and maps. We will also be forwarding a copy of the Real Estate Purchase Contract and the financing details as they are executed. We have issued a Request for Proposal for the financing, and, based on the past rents and current mortgage interest rates, Dixie State will be making a 20% down payment in order for the property to have positive cash flow. The Dixie State Auxiliaries Resident Life Department will manage and be responsible for all O&M and finance costs.

We are requesting Dixie State Trustee approval in the next few weeks after the REPC and financing are in place. President Nadauld and I will be available for questions at the Regent meetings in Logan. We will be happy to provide any additional documentation upon request.

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

Morgan Apartments (1978)
660 South 800 East (SG-768)
Purchase Proposal

Intended purpose:

Married Student Housing (16 Apartments)

Abby Apartments will be converted back to singles beginning May 2012 (100 beds)

Proposed purchase details:

Managed by Dixie State Auxiliaries (responsible for mortgage)

Appraised price \$950,000 (.8 Acres, 16 apts, 14,048 gsf, \$68 sf)

Purchase price \$950,000

 a. Down Payment 20% \$190,000 (Institutional Funds)

 Financed Balance \$760,000 20 years @ 6% = \$65,340 annual payment

 Estimated Terms – 20 years @ 6%

Purchase steps:

1. Administration evaluation and recommendation
 - a. President Nadauld's approved purchase – June 17
 - b. Regent appraisal and agenda submittal – June 20-24
2. Real Estate Purchase Contract
 - a. Select title company from approved DSC list – July 1
 - b. Earnest money \$10,000 – July 1
 - c. Contingencies
 - i. Trustee and Regent Approvals
 - ii. Down payment (Institutional funds)
 - iii. Bank financing
 1. RFP – June 22 – July 7
 2. Selection July 11
 - d. Closing date
3. Trustee Approval
 - a. Email vote prior to July 15 Regent meeting
4. Regent Approval
 - a. July 15 – State Board of Regents – USU Logan
5. Closing
 - a. On or before July 22
6. Pro forma Summary
 - a. Typical rent rate \$525
 - b. Monthly income \$8,400
 - c. Annual income \$100,800
 - d. Vacancy rate 6%
 - e. Effective Gross Income \$94,752
 - f. Net Operating Income \$69,829
 - g. Annual payment \$65,340 (Financed \$760,000, 20 years @ 6%)



REAL ESTATE APPRAISALS, CONSULTING & FEASIBILITY STUDIES

SUMMARY APPRAISAL REPORT

Appraisal of:
Morgan Apartments
16 Unit Residential Apartment Building
660 South 880 East
St. George, UT 84770

PREPARED FOR

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

PREPARED BY

Craig Morley
Certified General Appraiser

DATE OF REPORT

May 31, 2011



REAL ESTATE APPRAISALS, CONSULTING & FEASIBILITY STUDIES

May 31, 2011

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

OWNER: Glenn J & Diana H Morgan Trust

SUBJECT: Morgan Apartments
16 Unit, Residential Apartment Building
660 South 800 East
St. George, Utah 84770
Tax ID SG-768 (Appraiser File # CM049-0511)

Dear Mr. Plewe:

At your request, Morley & McConkie has prepared an appraisal providing an opinion of the market value for the referenced property. Our analysis is presented in the following Summary Appraisal Report.

The property is a sixteen unit residential apartment complex located on a ± 0.80 acre site. The buildings are two stories and contain gross building area of 14,048 sq. ft. with 7,024 sq. ft. per building and 878 sq. ft. per unit. Each of the units is the same size and layout with 2 bedrooms and 1 bath. Covered and open parking area located west of the buildings with covered parking structures along the west boundary of the site.

Mr. Plewe
May 31, 2011
Page 2

The building improvements are leased and appear to be in average condition with some improvements needed in the near future. The property interest appraised is the "lease fee estate" with current lease rates on a short term basis with the "lease fee" and "fee simple estates" being similar.

Based on the analysis contained in the following report, my opinion of market value of the property is as follows:

Appraisal Premise	Interest Appraised	Date of Value	Opinion of Value
As Is	Lease Fee	May 24, 2011	\$950,000

Data, information, and calculations leading to the opinion of value are incorporated in the report following this letter. The report, in its entirety including all assumptions and conditions, is an integral part of, and inseparable from, this letter.

The following appraisal sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to the opinion of value. The analyses, opinions and conclusions were developed based on, and this report has been prepared in conformance with, our interpretation of the guidelines and recommendations set forth in the Uniform Standards of Professional Appraisal Practice (USPAP), the requirements of the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.


Mr. Plewe
May 31, 2011
Page 3

The report was prepared for and may be relied upon by the client and stated intended users set forth in the appraisal report, but it is not intended for any other use or users other than those specified herein.

The market value opinions have been predicated upon an exposure time of six to nine months based upon available market data and assumes adequate marketing time and exposure to the market, with a competent marketing effort and are subject to the underlying assumptions and limiting conditions contained in the attached report.

Respectfully Submitted,

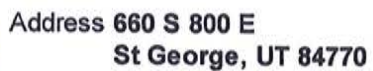
MORLEY & McCONKIE, L.C.



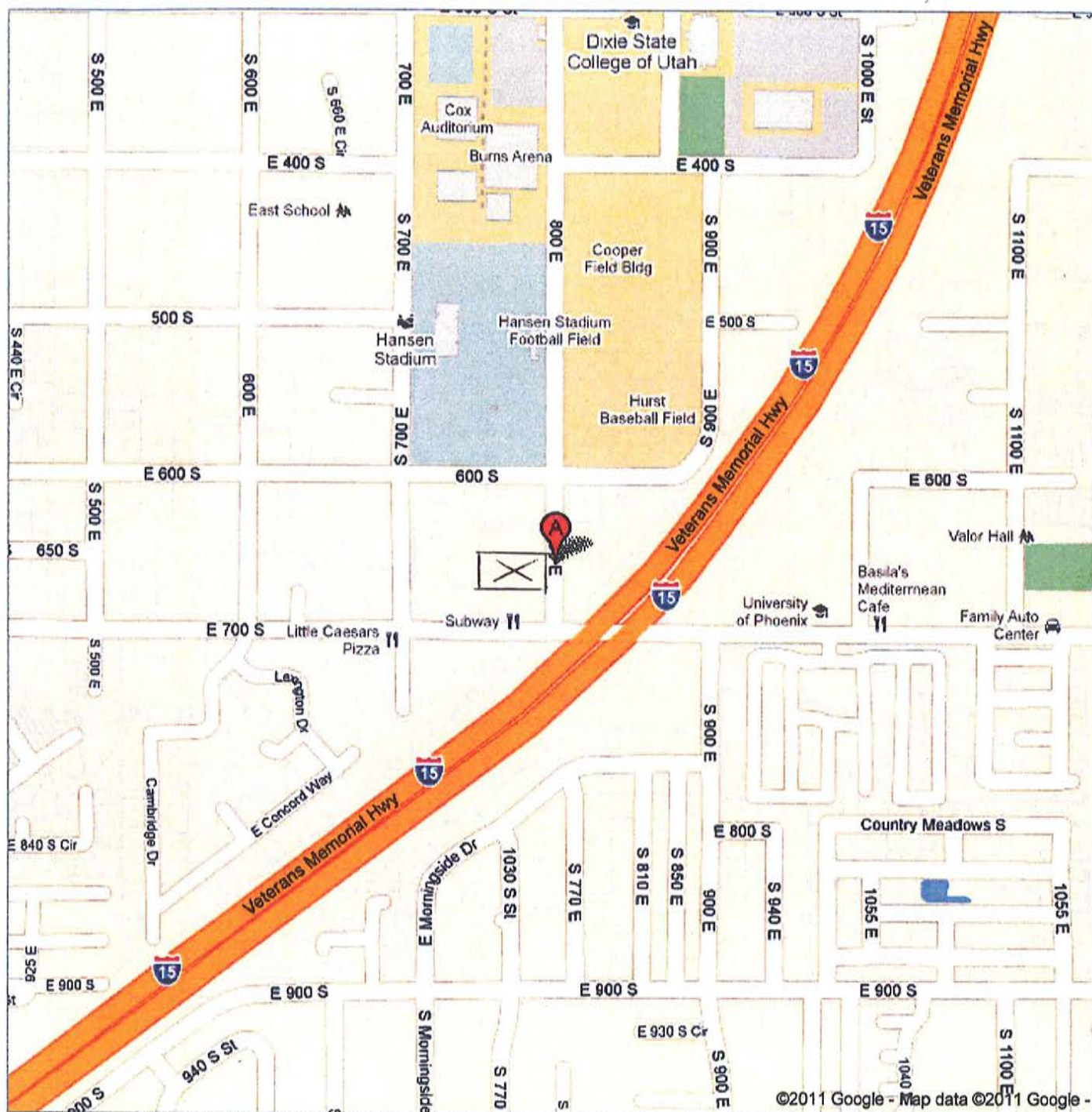
Craig Morley
Utah State Certified General Appraiser
Certificate #5451219-CG00 Expires 6/30/2013

CM/ap

Enc.



Text the word "GMAPS" to 466453



©2011 Google - Map data ©2011 Google -

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University Refinance of Series 2003 Auxiliary System and Student Building Fee Revenue & Refunding Bonds

Issue

Southern Utah University (SUU) has requested authorization to refinance its Series 2003 Auxiliary System and Student Building Fee Revenue & Refunding Bonds. Their Financial Advisor has advised them that the \$8,250,000 current balance on these bonds can be refunded at a net-present-value savings that significantly exceeds the level of 3% of debt service industry benchmark.

Background

These bonds were issued in 2003 to finance the construction of on-campus student housing and to finance a small refunding of outstanding Student Center Series 1993A bonds. They are "callable" and can be paid off beginning May 1, 2013, but can be called now using a one-time advanced refunding. Zions Bank, SUU's financial advisor, has recommended that the current favorable bonding environment is such that an interest rate of about 6.8 percent is achievable and that refinancing the bonds at this time will result in a net-present-value savings of about \$609,000. The following is a summary of the proposed refinancing parameters:

- Principle amount not to exceed \$10,000,000, including a debt service reserve and costs of issuance
- Interest rate not to exceed 5.5%
- Discount from par not to exceed 2.0%
- Final Maturity not to exceed 13 years from the date of issuance

Copies of the University's request, a Financial Summary, and the Approving Resolution are attached for your information and approval. Representatives from the University as well as representatives from Ballard Spahr, University Bond Counsel, and Zions Bank, University Financial Advisor, will be at the meeting to provide additional information and to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the SUU request to issue these refinancing bonds.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

June 27, 2011

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:

RE: Refinance of Revenue Bonds

Southern Utah University has determined, with assistance from our Financial Advisor, that the State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee, Revenue & Refunding Bonds, Series 2003 are at a point where they can be refunded at a significant net present value savings. The current outstanding balance on these bonds is \$8,430,000. They were issued originally to fund the construction of our student housing phase II, now called Cedar Hall; with a small refunding of the outstanding Student Center Bonds.

The call date on these bonds is 2013, so this will be an advance refunding, but the market conditions have changed to the point that they can and should be refunded. The preliminary estimate of Net Present Value Savings on the refinance is \$609,467; or 6.829%. This is significantly higher than the 3.5% target.

We anticipate that this will be a competitive bid offering, but we will rely on our Financial Advisor for advice on what the market indicates will be the most advantageous sale method. The estimated par amount of bonds to be issued is \$9,000,000 (including a reserve fund and issuance costs) at a True Interest Cost (TIC) of 2.595% (average coupon rate of 3.047%); for a term of 11 years.

We request that this item be placed on the agenda for approval at the July Board meeting. If it can be placed on the consent calendar, that would be great.

Brian Baker and Blake Wade will have the resolution and parameters to you in the next few days.

Sincerely,

Dorian G. Page, CPA

Vice President For Finance and Facilities

Cc: President Michael T. Benson, President

Blake Wade, Ballard Spahr Andrews & Ingersoll. LLP, Bond Counsel

Brian Baker, Zions Bank Public Finance, Financial Advisor

Dr. Gregory L. Stauffer, Associate Commissioner

Ralph Hardy, Assistant Commissioner

**Southern Utah University
Research Revenue Refunding Bonds, Series 2011
Preliminary Summary Sheet**

Proposed Issue: Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2011

Total Approximate Issue Size: \$9,000,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 2003 Auxiliary System and Student Building Fee Revenue and Refunding Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2010 Bonds:

Principal Amount: Not to exceed \$10,000,000

Interest Rate: Not to exceed 5.5%

Maturity Date: Not to exceed 13 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: Auxiliary System and Student Building Fee Revenues

Timetable Considerations: The Series 2003 Bonds are "callable" and can be paid off beginning May 1, 2013. In advance of that date, the Series 2003 bonds can be called using a one-time advanced refunding. Provided that the Regents grant authorization at their July 15, 2011 meeting, and that the savings generated by issuing the Series 2011 Bonds continues to exceed the level of 3% of debt service, the University anticipates selling bonds via a competitive sale on August 3, and closing the transaction on August 18.

APPROVING RESOLUTION
SOUTHERN UTAH UNIVERSITY
AUXILIARY SYSTEM AND STUDENT BUILDING FEE
REVENUE REFUNDING BONDS, SERIES 2011A

Logan, Utah

July 15, 2011

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Utah State University in Logan, Utah on July 15, 2011, commencing at ____ [p.m.] The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Daniel W. Campbell	Member
France A. Davis	Member
Katherine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
David Smith	Member
Marlon O. Snow	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, 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, Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2011A.

* Non-voting member

The following resolution was introduced in written form and after full discussion, pursuant to motion made by _____ and seconded by _____, 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 SOUTHERN UTAH UNIVERSITY AUXILIARY SYSTEM AND STUDENT BUILDING FEE REVENUE REFUNDING BONDS, SERIES 2011A IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$10,000,000 TO BE ISSUED IN ONE OR MORE SERIES; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST AND AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH, APPROVING THE DISTRIBUTION OF AN OFFICIAL NOTICE OF BOND SALE, AN OFFICIAL STATEMENT, AND A PRELIMINARY OFFICIAL STATEMENT, 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 the Southern Utah University (the "University") for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the "Act"); and

WHEREAS, pursuant to a General Indenture of Trust dated as of June 1, 1995, between the Board and Wells Fargo Bank, N.A., as trustee (the "Trustee"), as heretofore amended and supplemented (the "General Indenture"), the Board previously issued (among others), for and on behalf of the University, its State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue and Refunding Bonds, Series 2003 (the "Refunded Bonds"); and

WHEREAS, in order to benefit the Board and the University by achieving a debt service savings due to present lower interest rates or for other purposes, the Board desires to refund all or any portion of the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds; (ii) funding a deposit to a debt service reserve fund, and (iii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2011A (to be issued in one or more series and with such other series designations that may be determined) (the "Series 2011A Bonds") in an aggregate principal amount of not to exceed \$10,000,000, pursuant to the General Indenture and one or more Supplemental Indentures of Trust (collectively, the "Supplemental Indenture") between the Board and the Trustee (the "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

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

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board may enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, there has been presented to the Board at this meeting a form of an Official Notice of Bond Sale, a form of a Preliminary Official Statement relating to the Series 2011A Bonds (the "Preliminary Official Statement"), a form of an Escrow Agreement and a form of the 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 and officer of the University the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds or the other objectives and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2011A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2011A 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 and the Official Notice of Bond Sale substantially in the forms presented to the Board at this meeting in connection with the

offering and sale of the Bonds. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Finance and Facilities 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 Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Finance and Facilities of the University are hereby authorized to execute and deliver the Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2011A Bonds, the Board hereby authorizes the issuance of the Series 2011A Bonds in the aggregate principal amount of not to exceed \$10,000,000. The Series 2011A 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 2011A 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 2011A 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 or Vice Chair and the Secretary of the Board and the President or Vice President for Finance and Facilities of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2011A Bonds and to deliver the Series 2011A Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2011A 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 2011A Bonds in accordance with the provisions of the Indenture.

Section 7. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Finance and Facilities of the University are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2011A 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 Supplemental Indenture.

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

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

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

Section 11. Upon their issuance, the Series 2011A 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 2011A Bonds, the Official Notice of Bond Sale, the Escrow Agreement, the Preliminary Official Statement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah and on the www.utahlegals.com website (established by the collective efforts of Utah's newspapers) and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on July 15, 2011, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2011A (to be issued in one or more series and with such other or further designation as the officers of the Board may determine) (the "Series 2011A Bonds") in the aggregate principal amount of not to exceed Ten Million Dollars (\$10,000,000), to bear interest at a rate or rates of not to exceed five and one-half percent (5.5%) per annum, to in not more than 13 years, and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding certain of the Board's outstanding Southern Utah University bonds, funding a debt service reserve fund and paying costs of issuance of the Series 2011A Bonds.

The Series 2011A Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and one or more Supplemental Indentures of Trust (collectively, the "Indenture"). The Series 2011A Bonds will be secured by a pledge of revenues from Southern Utah University's auxiliary system and certain student building fees and earnings on the investment of funds from these sources.

A copy of the Resolution and the Indenture are on file in the office of the Board at, 60 South 400 West, 5th Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2011A Bonds), or the Series 2011A Bonds, or any provision made for the security and payment of the Series 2011A Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 15th day of July 2011.

/s/ Kirsten Schroeder
Secretary

Section 13. After any of the Series 2011A Bonds are delivered by the Trustee to or for the account of the Purchaser thereof 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 2011A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 15TH DAY OF JULY, 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 July 15, 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 15th day of July, 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, public notice was given of the agenda, date, time and place of the July 15, 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, Salt Lake City, Utah, on _____, 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 _____, 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 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 Exhibit B, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on July 28, 2009, (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 Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets at Utah State University 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 15th day of July, 2011.

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 2011A BONDS

Principal amount not to exceed	\$10,000,000
Interest rates not to exceed	5.5%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	13 years
Bonds may be non-callable or subject to redemption as deemed advantageous at the time of Sale	

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – One Airport Center Building Lease

Issue

Salt Lake Community College (SLCC) has requested approval to lease the entire building located at 2150 Dauntless Avenue in the One Airport Center for College instructional purposes. This leased space will replace currently leased space in the Rose Park area of Salt Lake City.

Background

For several years SLCC has been using space leased from the Salt Lake City School District in a former junior high school located in Rose Park. This space is out of service for several months, resulting in the need for SLCC to relocate School of Applied Technology (SAT) programs taught there to other facilities. The College has carefully evaluated this space in terms of adequacy to meet the growing need for classes in the northwest quadrant of the College service area consistent with the approved College Facilities Master Plan, and have decided to terminate the existing Rose Park lease in favor of this larger and better situated facility.

The proposal consists of a seven year lease of the 35,887 gross square foot building at the initial rate of \$403,729.00 per year with inflationary escalators over the term of the loan as specified in the lease document. It includes two optional 5-year extensions. Ongoing O&M costs are estimated to be \$233,265.00 per year.

The attached letter from the College and a Lease Condition Summary provide excellent information about the property, its size and configuration, the terms of the lease and source of funding, and the programs to be located in the facility. In addition to the programs indicated, the facility will provide space for future program expansion in that area. Also attached are photographs of the building and a map showing its location and proximity to I-215 for convenient access to the facility. A copy of the complete lease document is on file in the Office of the Commissioner. Representatives from the College will be present to respond to any questions pertaining to the proposed lease.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the lease of this facility to meet the existing and growing needs of the College.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

June 24, 2011

Commissioner William 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:

Re: Salt Lake Community College Proposal for Building Lease at One Airport Center

It is requested by the Board of Trustees of Salt Lake Community College that the State Board of Regents, at its meeting on July 15, 2011, review and approve the proposed lease of the building located at 2150 Dauntless Avenue in the One Airport Center, for College instructional purposes.

It is proposed that the College lease the entire vacant building in the One Airport Center (photo attached) to replace the Rose Park Center. The building encloses 35,887 gross square feet of excellent office, classroom, and laboratory space with surrounding parking (143 stalls), and landscaped area. The first year lease cost will be \$403,729. (Lease summary attached)

The facility has been carefully reviewed by the College Facilities, Risk Management and Code Compliance Departmental staff and found to be in excellent condition.

The College currently leases 9600 square feet of space from the Salt Lake City School District in a former junior high school located in Rose Park for School of Applied Technology (SAT) instructional programs. The annual lease cost for this space being vacated is \$96,000. The space is out-of-service for up to three months for construction and college programs have been relocated temporarily to other facilities. The decision has been made to terminate the existing lease and move the programs into more appropriately sized space. It is proposed that the Rose Park SAT programs be moved into this facility as well as the Flight Program from the Meadowbrook Campus, the Non-destructive Testing Program from the Meadowbrook Campus, the SAT Electronics Program including contract training for L3 Corporation, from the Taylorsville Redwood Campus, and provide six classrooms for General Education.

This replacement facility allows the college to co-locate SAT programs, provide improved opportunity for training agreements with business and industry, relocate flight programs back near our airport facility and better meet the growing needs for general education classes in the northwest quadrant of the College service area consistent with Comprehensive Facilities Master Plan recommendations.

Thank you for your consideration of this request.

Sincerely,



Dennis R. Klaus
Vice President of Business Services

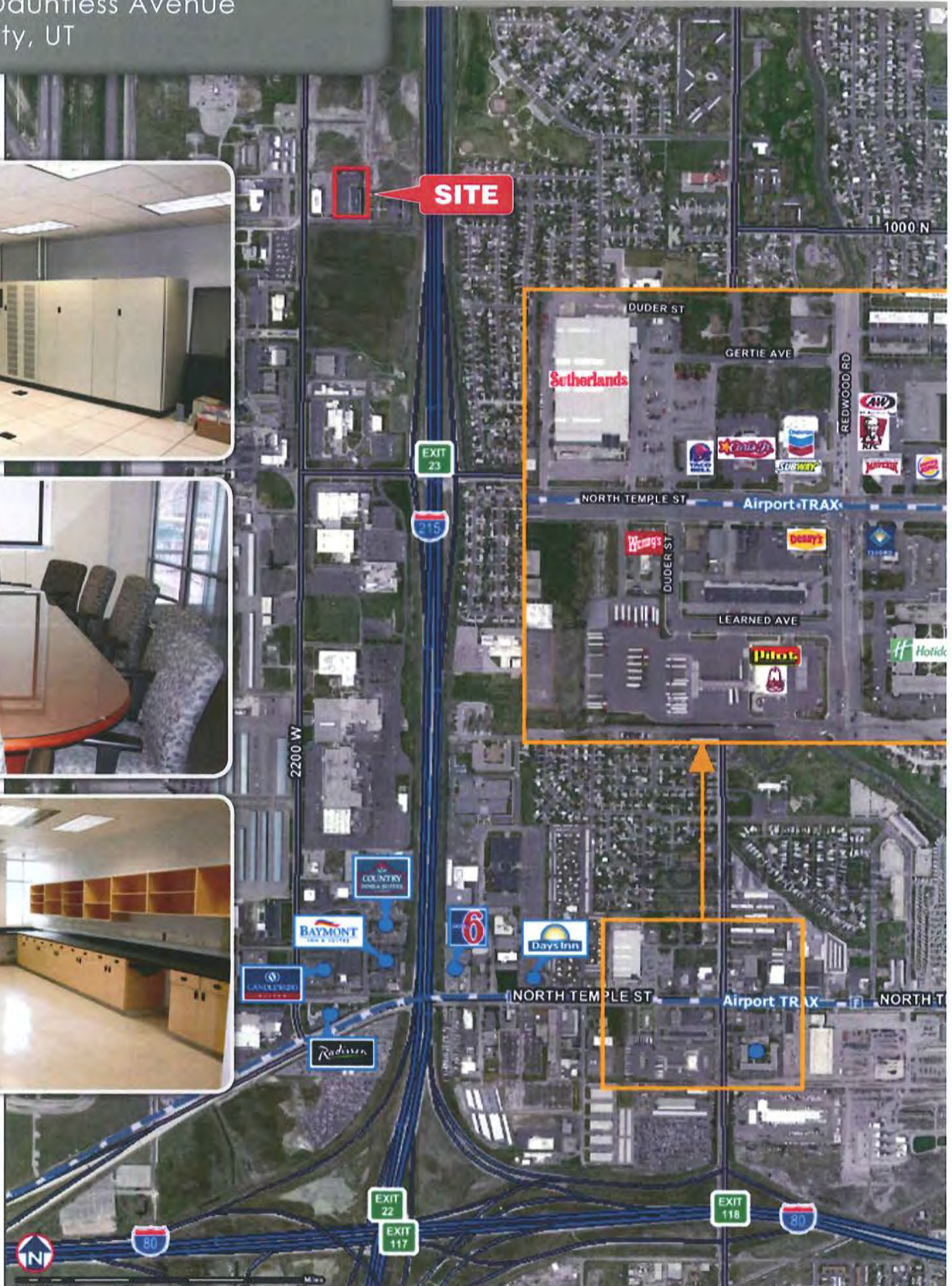
Salt Lake Community College
One Airport Center Lease Condition Summary

Prepared by Gordon Storrs

June 24, 2011

Space:	35,887 square feet
Parking:	143 stalls
Lease rate:	NNN \$13.50 per square foot with first two months free
First-year Lease Cost:	\$403,729
Estimated Annual O &M	\$233,265
Term:	7 years with two optional 5 year extensions
Improvement Allowance:	\$179,435
Funding sources:	Previously terminated leases, planned expansion reserve funds and operating revenue from contract services

AIRPORT TECH CENTER
West Dauntless Avenue
Lake City, UT





2150

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Work Program Revisions for FY 2011 & FY 2012

Utah statute 53B-7-101 8(a) states that "Money allocated to each institution by legislative appropriation may be budgeted in accordance with institutional work programs approved by the board, provided that the expenditures funded by appropriations for each institution are kept within the appropriations for the applicable period". State Board of Regents' (SBR) Policy R121-3 states that the SBR reserves to itself final authority to consider and act on "approval of institutional budget proposals for recommendation to the Governor and the Legislature, proposals for adjustment of tuition and fees, and requests for approval of work programs or modification therein" (R121-3.4). The term "Work Program" relates to the revenue and expenditure allotment schedules submitted to the State Division of Finance. Work Programs serve as a basis for disbursement of state appropriated funds to the institutions.

A) USHE – 2010-2011 Final Work Program Revisions (Attachment 1).

- a. Regents are asked to review and finalize the final Work Programs for FY 2010-11. Typically, the final work program revisions for the conclusion of the fiscal year consist of supplemental tax funds/other appropriations and tuition revenue adjustments to more accurately reflect collections for the year.

B) USHE – 2011-2012 Initial Work Program Revisions (Attachment 2). Regents are asked to review and finalize the initial Work Programs for FY 2011-12. The initial revisions for FY 2011-12 consist of tuition revenue estimates related to second tier tuition and unallocated first tier tuition increases not appropriated by the State Legislature during the 2011 General Session.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Work Program Revisions by:

- Approving the final Work Program Revision for FY2011
- Approving the initial Work Program Revision for FY 2012

William A. Sederburg
Commissioner of Higher Education

WS/GLS/PCM

Utah System of Higher Education 2010-11 Work Programs

June 30, 2011

Final Schedule (2010 General Session Appropriations & Post 2010 General Session Revenue Changes)

	Revenues (2010 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	
University of Utah						
Education and General	\$193,764,400	\$15,611,300	\$147,000,000	\$14,000,000	\$0	\$370,375,700
School of Medicine	19,729,100	0	12,435,000	1,442,000	0	\$33,606,100
Health Sciences	0	0	0	0	0	\$0
Regional Dental Education Prog.	503,100	0	213,200	52,800	0	\$769,100
Tele Health Network	434,100	0	0	0	0	\$434,100
Poison Control	0	0	1,581,000	0	0	\$1,581,000
Pub. Svc. - Seismograph Stations	657,600	0	0	0	0	\$657,600
Pub. Svc. - Museum Nat. History	1,277,600	0	0	0	0	\$1,277,600
Pub. Svc. - State Arboretum	108,500	0	0	0	0	\$108,500
KUED	2,283,800	0	0	0	0	\$2,283,800
University Hospital	4,260,300	0	0	0	0	\$4,260,300
Miners Hospital	80,700	455,800	0	0	0	\$536,500
Occupational Health	0	150,000	0	0	0	\$150,000
Educationally Disadvantaged	649,100	34,500	0	0	0	\$683,600
Total U of U	223,748,300	16,251,600	161,229,200	15,494,800	0	416,723,900
Utah State University						
Education and General	104,471,900	4,205,400	62,403,800	5,029,300	0	\$176,110,400
Uintah Basin Continuing Ed. Ctr.	3,782,700	0	1,577,200	234,800	0	\$5,594,700
Southeastern Utah Cont. Ed. Ctr.	692,700	0	572,700	100,500	0	\$1,365,900
Brigham City Continuing Ed Ctr.	2,467,600	0	8,461,300	2,479,300	0	\$13,408,200
Tooele/Wasatch Cont. Ed. Ctr.	2,385,500	0	5,470,600	404,200	0	\$8,260,300
Agricultural Experiment Station	11,564,100	1,813,800	0	0	0	\$13,377,900
Water Research Laboratory	1,663,400	2,044,600	0	0	0	\$3,708,000
Cooperative Extension	11,546,100	2,088,500	0	0	0	\$13,634,600
Educationally Disadvantaged	236,400	0	0	0	0	\$236,400
USU - CEU Education and General	11,652,700	469,000	2,666,100	(58,300)	(115,000)	\$14,614,500
USU - CEU San Juan Center	2,156,800	214,300	659,700	244,500	(214,300)	\$3,061,000
USU - CEU Prehistoric Museum	255,700	0	1,000	(1,000)	0	\$255,700
USU - CEU Educationally Disadvantaged	105,000	0	0	0	0	\$105,000
USU - CEU CTE	1,330,900	0	65,000	(20,000)	0	\$1,375,900
Total USU	154,311,500	10,835,600	81,877,400	8,413,300	(329,300)	255,108,500
Weber State University						
Education and General	60,853,800	1,885,500	48,099,100	5,720,000	0	\$116,558,400
Educationally Disadvantaged	344,000	0	0	0	0	\$344,000
Total WSU	61,197,800	1,885,500	48,099,100	5,720,000	0	116,902,400
Southern Utah University						
Education and General	28,833,600	859,500	23,451,000	6,785,300	0	\$59,929,400
Utah Shakespearean Festival	21,600	0	0	0	0	\$21,600
Rural Development	96,100	0	0	0	0	\$96,100
Educationally Disadvantaged	89,700	0	0	0	0	\$89,700
Total SUU	29,041,000	859,500	23,451,000	6,785,300	0	60,136,800
Snow College						
Education and General	17,575,000	416,400	6,534,900	1,025,000	0	\$25,551,300
Applied Technology Education	1,263,700	0	0	0	0	\$1,263,700
Educationally Disadvantaged	32,000	0	0	0	0	\$32,000
Total Snow College	18,870,700	416,400	6,534,900	1,025,000	0	26,847,000
Dixie State College						
Education and General	20,136,100	516,900	11,080,000	10,420,000	0	\$42,153,000
Zion Park Amphitheatre	51,000	0	33,500	(17,000)	0	\$67,500
Educationally Disadvantaged	25,500	0	0	0	0	\$25,500
Total Dixie College	20,212,600	516,900	11,113,500	10,403,000	0	42,246,000
Utah Valley University						
Education and General	57,818,700	2,043,600	68,098,000	21,543,900	0	\$149,504,200
Educationally Disadvantaged	157,900	0	0	0	0	\$157,900
Total UVSC	57,976,600	2,043,600	68,098,000	21,543,900	0	149,662,100
Salt Lake Community College						
Education and General	\$55,953,600	\$1,817,700	\$41,499,000	\$14,624,900	\$0	\$113,895,200
SAT	5,832,100	0	1,571,700	(268,800)	0	\$7,135,000
Educationally Disadvantaged	178,400	0	0	0	0	\$178,400
Total SLCC	61,964,100	1,817,700	43,070,700	14,356,100	0	121,208,600

(continued)

Utah System of Higher Education 2010-11 Work Programs

June 30, 2011

Final Schedule (2010 General Session Appropriations & Post 2010 General Session Revenue Changes)

	Revenues (2010 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	Total Revenues**
SBR and Statewide Programs						
Administration - SBR	2,693,900	0	0	0	0	\$2,693,900
Federal Programs	0	303,100	0	0	0	\$303,100
Regents' Scholarship	2,624,300	0	0	0	0	\$2,624,300
Student Financial Aid	3,316,300	0	0	0	0	\$3,316,300
Minority Scholarship	36,900	0	0	0	0	\$36,900
Tuition Assistance	36,900	0	0	0	0	\$36,900
New Century	5,579,000	0	0	0	0	\$5,579,000
Success Stipends	1,418,400	0	0	0	0	\$1,418,400
WICHE	854,900	0	0	0	0	\$854,900
TH Bell (Teacher Incentive Loan Program)	1,506,500	0	0	0	0	\$1,506,500
Prison	(21,600)	0	0	0	0	(\$21,600)
Hearing Impaired	813,100	0	0	0	0	\$813,100
Concurrent Enrollment Coordination	436,000	0	0	0	0	\$436,000
Articulation Support	268,300	0	0	0	0	\$268,300
Campus Compact	78,400	0	0	0	0	\$78,400
HETI	4,662,700	0	0	0	0	\$4,662,700
Library Consortium	2,660,900	0	0	0	0	\$2,660,900
Education Excellence	0	0	0	0	0	\$0
Engineering Scholarship Program	39,200	0	0	0	0	\$39,200
Economic Development	317,300	0	0	0	0	\$317,300
Total SBR	27,321,400	303,100	0	0	0	27,624,500
9 INSTITUTION & SBR TOTAL	\$654,644,000	\$34,929,900	\$443,473,800	\$83,741,400	(\$329,300)	\$1,216,459,800

*Mineral Lease, Cigarette Tax, Trust Funds, Federal Funds & Other Funds

**Total Budgeted Revenues to Support Expenditure Budgets

Utah System of Higher Education 2011-12 Work Programs

June 30, 2011

Initial Schedule (2011 General Session Appropriations & Post General Session Revenue Changes)

	Revenues (2011 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	
University of Utah						
Education and General	\$193,598,400	\$502,100	\$160,527,400	\$31,066,746	\$0	\$385,694,646
School of Medicine	20,476,200	0	13,845,700	1,054,300	0	\$35,376,200
Health Sciences	3,062,100	8,284,500	0	0	0	\$11,346,600
Regional Dental Education Prog.	522,100	0	265,200	22,150	0	\$809,450
Tele Health Network	450,800	0	0	0	0	\$450,800
Poison Control	0	0	1,574,200	0	0	\$1,574,200
Pub. Svc. - Seismograph Stations	682,400	0	0	0	0	\$682,400
Pub. Svc. - Museum Nat. History	2,639,500	0	0	0	0	\$2,639,500
Pub. Svc. - State Arboretum	112,600	0	0	0	0	\$112,600
KUED	2,366,900	0	0	0	0	\$2,366,900
University Hospital	4,418,000	0	0	0	0	\$4,418,000
Miners Hospital	82,400	455,800	0	0	0	\$538,200
Occupational Health	0	150,000	0	0	0	\$150,000
Educationally Disadvantaged	674,000	34,500	0	0	0	\$708,500
Total U of U	229,085,400	9,426,900	176,212,500	32,143,196	0	446,867,996
Utah State University						
Education and General	107,714,300	150,600	64,813,400	6,624,500	0	\$179,302,800
Utah Basin Continuing Ed. Ctr.	3,871,800	0	1,802,700	358,000	0	\$6,032,500
Southeastern Utah Cont. Ed. Ctr.	676,600	0	671,000	197,600	0	\$1,545,200
Brigham City Continuing Ed Ctr.	1,967,600	0	10,922,800	8,534,800	0	\$21,425,200
Tooele/Wasatch Cont. Ed. Ctr.	2,265,600	0	5,862,400	1,991,100	0	\$10,119,100
Agricultural Experiment Station	11,949,800	1,813,800	0	0	0	\$13,763,600
Water Research Laboratory	1,711,000	2,044,600	0	0	0	\$3,755,600
Cooperative Extension	11,981,500	2,088,500	0	0	0	\$14,070,000
Educationally Disadvantaged	256,600	0	0	0	0	\$256,600
USU - CEU Education and General	11,951,100	0	2,595,200	217,400	0	\$14,763,700
USU - CEU San Juan Center	2,142,200	0	897,400	281,800	0	\$3,321,400
USU - CEU Prehistoric Museum	254,100	0	0	0	0	\$254,100
USU - CEU Educationally Disadvantaged	105,000	0	0	0	0	\$105,000
USU - CEU CTE	1,324,800	0	45,000	18,700	0	\$1,388,500
Total USU	158,172,000	6,097,500	87,609,900	18,223,900	0	270,103,300
Weber State University						
Education and General	61,101,300	0	53,620,400	7,767,100	0	\$122,488,800
Educationally Disadvantaged	341,400	0	0	0	0	\$341,400
Total WSU	61,442,700	0	53,620,400	7,767,100	0	122,830,200
Southern Utah University						
Education and General	29,219,900	0	27,989,500	5,568,900	0	\$62,778,300
Utah Shakespearean Festival	521,600	0	0	0	0	\$521,600
Rural Development	96,000	0	0	0	0	\$96,000
Educationally Disadvantaged	89,200	0	0	0	0	\$89,200
Total SUU	29,926,700	0	27,989,500	5,568,900	0	63,485,100
Snow College						
Education and General	17,521,000	0	7,523,100	766,400	0	\$25,810,500
Applied Technology Education	1,254,500	0	0	0	0	\$1,254,500
Educationally Disadvantaged	32,000	0	0	0	0	\$32,000
Total Snow College	18,807,500	0	7,523,100	766,400	0	27,097,000
Dixie State College						
Education and General	20,110,800	0	12,459,500	2,275,500	0	\$34,845,800
Zion Park Amphitheatre	50,700	0	33,500	0	0	\$84,200
Educationally Disadvantaged	25,500	0	0	0	0	\$25,500
Total Dixie College	20,187,000	0	12,493,000	2,275,500	0	34,955,500
Utah Valley University						
Education and General	58,546,800	0	80,860,600	13,377,400	0	\$152,784,800
Educationally Disadvantaged	157,200	0	0	0	0	\$157,200
Total UVSC	58,704,000	0	80,860,600	13,377,400	0	152,942,000
Salt Lake Community College						
Education and General	\$56,100,400	\$0	\$46,420,900	\$8,203,000	\$0	\$110,724,300
SAT	5,793,300	0	1,852,900	(515,900)	0	\$7,130,300
Educationally Disadvantaged	178,400	0	0	0	0	\$178,400
Total SLCC	62,072,100	0	48,273,800	7,687,100	0	118,033,000

(continued)

Utah System of Higher Education 2011-12 Work Programs

June 30, 2011

Initial Schedule (2011 General Session Appropriations & Post General Session Revenue Changes)

	Revenues (2011 General Session)			Revenue Changes (Post General Session)		Revised Work Program
	General & Education Funds	Other Funds*	Dedicated Credits	Dedicated Credits	Supplemental Gen/Ed & Other Appropriations	
SBR and Statewide Programs						
Administration - SBR	2,631,000	0	(100)	0	0	\$2,630,900
Federal Programs	0	303,100	0	0	0	\$303,100
Regents' Scholarship	3,174,100	0	0	0	0	\$3,174,100
Student Financial Aid	3,252,800	0	0	0	0	\$3,252,800
Minority Scholarship	36,200	0	0	0	0	\$36,200
Tuition Assistance	36,200	0	0	0	0	\$36,200
New Century	1,983,900	0	0	0	0	\$1,983,900
Success Stipends	1,391,200	0	0	0	0	\$1,391,200
WICHE	838,500	0	0	0	0	\$838,500
TH Bell (Teacher Incentive Loan Program)	1,477,700	0	0	0	0	\$1,477,700
Prison	(21,200)	0	0	0	0	(\$21,200)
Hearing Impaired	797,500	0	0	0	0	\$797,500
Concurrent Enrollment Coordination	425,000	0	0	0	0	\$425,000
Articulation Support	262,300	0	0	0	0	\$262,300
Campus Compact	76,000	0	0	0	0	\$76,000
HETI	4,573,500	0	0	0	0	\$4,573,500
Library Consortium	2,610,000	0	0	0	0	\$2,610,000
Education Excellence	5,539,700	0	0	0	0	\$5,539,700
Engineering Scholarship Program	38,400	0	0	0	0	\$38,400
Economic Development	310,300	0	0	0	0	\$310,300
Total SBR	29,433,100	303,100	(100)	0	0	29,736,100
9 INSTITUTION & SBR TOTAL	\$667,830,500	\$15,827,500	\$494,582,700	\$87,809,496	\$0	\$1,266,050,196

*Mineral Lease, Cigarette Tax, Trust Funds, Federal Funds & Other Funds

**Total Budgeted Revenues to Support Expenditure Budgets

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Mission Based Funding One-time Initiatives

During the 2011 General Session of the Utah State Legislature, \$1,000,000 in one-time funds was appropriated to the USHE to begin the implementation of Mission Based Funding (MBF). This appropriation provides an opportunity to use the MBF funding model to advance specific campus initiatives and to build credibility, through assessment based reporting, on how MBF will benefit students and the State. Regents' have earlier determined that \$950,000 of the total will be used for Regent grants to institutions for specific participation and completion and economic development initiatives, and that \$50,000 be committed for an institutional funding equity study (already in progress). Each campus has been asked to submit initiative proposals for a proportionate share of the MBF funding. Staff is presently reviewing the proposals. The titles of the proposals are provided below.

Participation Initiatives

- SUU – First-year Student Retention
- UVU – Recruiting & Retaining Female Students (Establish a Women's Success Center)

Completion Initiatives

- U of U – Proactive Intervention to Boost Retention
- USU – E-student Service Delivery Project
- WSU – On-line Course Offerings to Improve Retention & Graduation Rates
- DSC – Multicultural/Diversity Center Student Retention and Completion Initiative
- UVU – Expanding Non-traditional Bachelor Degree Programs

Economic Development Initiatives

- U of U – Electronic Post Award Management
- USU – Energy Facility Upgrade (WeTC Clean Coke Processing Initiative)
- Snow – Richfield Placement Office
- SLCC – Equipment, Programs & Supplies to Support New Media (Photography, Multimedia, Film/Video editing, Animation, and Graphic Design/Electronic Publishing)

Commissioner's Recommendation

This is an information item. No action is required.

William A. Sederburg
Commissioner of Higher Education

WS/GLS/PCM

July 6, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Snow College - Sale of Revenue Bonds to Finance Student Housing Project

Issue

On June 9, 2011 Snow College issued the bonds authorized by the Regents to provide financing for their new student housing project. The significant aspects of the issue are:

- Paramount of the bonds issued - \$16,810,000
- True Interest Cost (TIC) – 4.08%
- Maturity date – 25 years
- Call feature – callable in 10 years at par

Additional details of the issue are included on the attached Financial Summary.

It is also noteworthy that the three properties approved at the May 20, 2011 Regents Meeting to provide parking space for the new student housing have been purchased. The project is now underway, with completion targeted in time for occupancy at the beginning of fall semester in August of 2012.

Commissioner's Recommendation

This is an information item. No action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

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

Proposed Issue: Housing and Student Fee Revenue Bonds, Series 2011

Total Approximate Issue Size: \$16,700,000 (\$16,810,000 was the final par amount)

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 (\$16,810,000)

Interest Rate: Not to exceed 5.5% (Max Coupon was 4.5% and the True Interest Cost was 4.08%)

Maturity Date: Not to exceed 30 years (25 years)

Aggregate Discount: Not to exceed 2% (Premium bid of 100.3%)

Underwriter's Discount: Not to exceed 2% (0.795% or \$7.95/\$1,000)

Bond Rating: AA+ from S&P (insured by Assured Guaranty)
 These ratings were confirmed

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

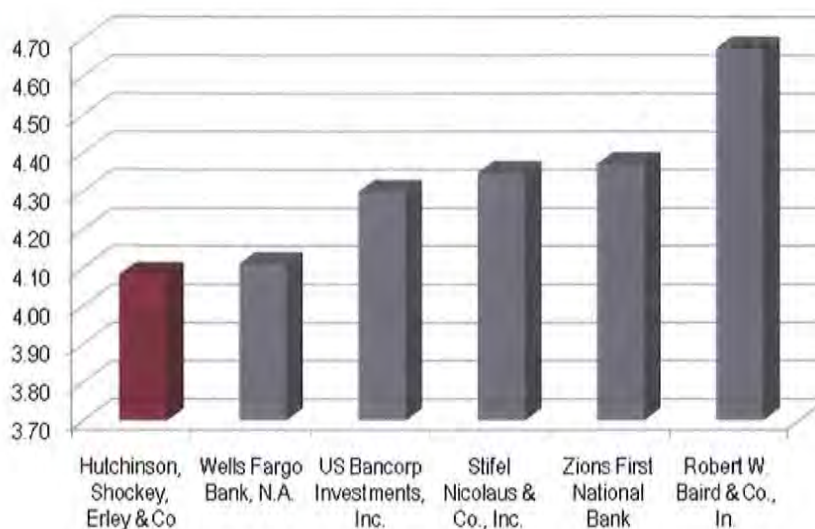
Source of Repayment: Housing Revenues, Student Fees, other Revenues

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.



Bid Comparison

Par Amount:	\$16,810,000	S&P AGM Insured:	"AA+"
Dated Date:	June 23, 2011	S&P Underlying:	"AA"
Delivery Date:	June 23, 2011	Final Maturity Date:	June 15, 2036

Underwriters	TIC Bid	Difference from Winning Bid	Estimated Additional Interest Costs
Hutchinson, Shockey, Erley & Co	4.0818%	--	--
Wells Fargo Bank. N.A.	4.1096%	0.0278%	\$62,043
US Bancorp Investments, Inc.	4.2989%	0.2171%	\$642,028
Stifel Nicolaus & Company, Inc.	4.3481%	0.2664%	\$833,539
Zions First National Bank	4.3714%	0.2896%	\$903,310
Robert W. Baird & Co., Inc.	4.6737%	0.5920%	\$1,907,508

July 6, 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 and following comments made by several institutional presidents, instructed the Regents Office staff to pursue the possibility of a more consolidated approach to negotiations with the Utah Transit Authority (UTA) as it related to the next round of transportation contracts for those institutions utilizing UTA services for students and employees. Regents Office Staff have been working with representatives from the University of Utah, Weber State University, Salt Lake Community College, and Utah Valley University in pursuing this directive.

Issue

To-date more than a dozen meetings have been held in pursuit of creating new USHE-UTA contractual agreements. The pursuit of common interests has been productive; at the same time, institutionally unique needs regarding transit programs and services have also come to the fore (early-on, the UofU's public transit needs were recognized as being different enough to require separate conversations). The result of these conversations has been an approach that advantages three institutions (WSU, SLCC, UVU) with institutionally unique agreements to be created around a common template of collective contractual terms and conditions.

With the value of a sustainable, long-term relationship between both parties (UTA & USHE) as a negotiating backdrop, the final contractual terms are shaping up to include:

- a. Multi-year contractual agreements
- b. Phasing-in of price increases
- c. Cost caps to assist with institutional planning
- d. Pricing discount to retail
- e. Quarterly ridership reporting to the institutions
- f. Revised timing of negotiations calendar

Commissioner's Recommendation

This is an informational item only; provided to the Board as a follow-up to discussions and instructions emanating from the March Planning meeting.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Regents' Policy R461 (Admission, Access and Articulation) Revision

Issue

Regents' Policy R461 (Admission, Access and Articulation) has not been revised for a number of years and the details within the policy are no longer current. Revisions are necessary to correct errors of fact and provide for reasonable practice, given changes in the institutions within the Utah System of Higher Education (USHE).

Background

The following things have changed since this policy was last revised and the proposed policy revision reflects changes consistent with current definitions, procedures and practice:

1. **Changes in Mission and Roles** as reflected in "Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles" required that the proposed language for Policy R461 reflected these new definitions and language consistent with Policy R312.
2. **Definition of Admission Standards.** A definition of Admission Standards was added to assure consistency in language for the remainder of the policy.
3. **Distance delivery.** Language changes in the Geographic Access section of the policy acknowledges the access provided to students through distance delivery strategies.
4. **Articulation of Curriculum with K-12.** Recognizes the faculty discipline majors groups (with K-12 curriculum specialists included) as those most appropriate to work on K-16 curriculum articulation.
5. **Application Deadlines.** Removes prescriptive language for application deadlines, substitute that institutions shall publish application deadlines and shall publish changes in application deadlines a year in advance of implementing those changes.
6. **Index Benchmarks.** Removes language regarding index benchmarks, thus not prescribing nor prohibiting their use.

7. **High School Course Requirements.** High school graduation requirements change frequently and using specific language in policy results in the need for frequent revisions of policy. Proposed language requires USHE institutions publish the high school course requirements (beyond high school graduation requirements) and publish changes in those requirements in sufficient time for students to complete the necessary requirements to apply to the institution(s) of choice.
8. **Transfer Requirements.** Removes transfer requirements from this policy since they are contained within Regents' Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination.

The proposed changes have been reviewed by the USHE Chief Academic Officers (or their designees) and are supported by that group and also by members of the Program Review Subcommittee, who reviewed the changes at their last meeting on June 8, 2011.

Recommendation

The Commissioner recommends approval of the proposed language for R461, Admission, Access and Articulation.

William A. Sederburg
Commissioner of Higher Education

WAS/EJH



R461, Admissions, Access, and Articulation¹

R461-1. Purpose: To provide for student admissions, access and articulation with high schools.

R461-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Policy and Procedures R 312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

R461-3. Definitions

- 3.1. "Admissions Standards": those academic requirements a student must meet to be approved to enroll in courses in a Utah System of Higher Education institution or to a program within the institution.

R461-43. Policy

43.1. Access: General Guidelines

43.1.1. Geographic Proximity—Lower Division Programs: Access to postsecondary institutions is based on the assumption that the students and society will benefit from higher education. Generally speaking, access is linked to the level of academic programs. Lower-division offerings constitute the foundation of advanced educational opportunity both in the liberal arts and in vocational and in Career and Technical Education, technical training. In the case of lower-division programs, reasonable geographic or electronic accessibility should be an overriding criterion in determining specific access policies. In case of unusually high-cost or highly specialized programs, geographic or electronic accessibility or proximity will necessarily be weighted weighed against numbers served and the availability of resources.

43.1.2. Upper Division Programs: Because of the increased cost and specialization of many upper-division programs over lower-division offerings, geographical proximity or electronic accessibility will be a less important consideration in determining access. Senior public institutions are not located in every center of population in the state; therefore collaborative inter-institutional arrangements and other strategies to provide accessibility should be undertaken to ensure increase the likelihood that students capable of benefiting from such programs are included.

43.1.3. Graduate and Professional Programs: Graduate and professional programs are characterized by critical masses of highly specialized faculty, expensive research equipment, research libraries, and sophisticated laboratory and clinical facilities, and are, in general, substantially more expensive than undergraduate programs. Since these graduate and

¹ Adopted December 14, 1982, amended November 20, 1984, May 15, 1992 and June 19, 1992.

Formatted: Font color: Text 2, Do not check spelling or grammar

professional programs constitute such a scarce educational resource to the state, geographical proximity should be regarded as only a nominal consideration. Alternative distance delivery strategies should be considered when academic quality will not be negatively affected and accessibility will be improved by using those strategies.

43.2. Admissions: General Principles

43.2.1. Open Access to System: Every Utah citizen capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.

43.2.2. No Additional Institutions: Given the nine existing institutions and the several off-campus centers now functioning, no additional postsecondary institutions should be established in the state at the present time or in the foreseeable future.

43.2.23. Admissions at Comprehensive Community Colleges: The five two-year comprehensive community colleges should provide open access consistent with established admissions standards to both traditional entering freshmen and elder-returning students reestablishing their educational and career objectives. Selective admission may be necessary in some of the high-cost programs where limitations of faculty and facilities exist. Consideration in program admissions can be given to the student's ability to benefit and succeed.

43.2.34. Admissions at Metropolitan/Regional Baccalaureate Colleges and Master's Universities: The two metropolitan/regional universities (WSU and SUU) Baccalaureate colleges and master's universities should provide access consistent with established admissions standards to most programs at the lower-division level, except where high-cost programs with limitations of faculty and facilities require enrollment restrictions. While access to upper-division majors may necessarily be restricted in some areas, such access should be predicated on admission standards which are appropriately rigorous and demanding for the baccalaureate degree programs offered and should generally facilitate students completing baccalaureate-level work.

43.2.45. Admissions at Teaching/Research Doctorate-granting Universities: Standards of preparation of a more rigorous and demanding kind should be developed as appropriate by the state's two universities-doctorate-granting universities at the lower division level, the upper division level, and at the graduate level, in order to bring the level of preparation students should possess into congruence with the institution's classroom standards, educational norms, accreditation and professional association standards, and academic reputations.

43.2.56. Communications with Public Education: Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions. USHE institutions should clearly communicate the admission standards for their specific programs of study where the standards for admission to the program exceed institutional admission standards.

43.3. Articulation with High Schools

43.3.1. Communicate Preparation Needed for Success: Utah System of Higher Education institutions should clearly communicate to the public the kind of preparation that is needed in high

Formatted: Font color: Text 2, Do not check spelling or grammar

school (or elsewhere) for a student to successfully perform in higher education programs at the institution and in specific programs at the institution.

43.3.2. Admissions Standards and Public Schools Curricula: When major changes in institutional admissions policies are contemplated, the Commissioner's Office, together with the interested institutional offices, should consult with the State Office of Education and with appropriate area school districts concerning implications for the public schools and curriculum offerings.

43.3.3. Faculty Committees to Articulate Curricula: Where the need suggests, faculty discipline majors' groups should convene with task forces or committees composed of faculty representatives from public education and higher education should be appointed to articulate curricula.um offerings at both levels in specific subject matter areas.

43.4. Nonresident Student Access

43.4.1. Tuition Reciprocity Agreements: The Commissioner, in cooperation with the institutional presidents, will continue to pursue tuition reciprocity agreements with neighboring states where such initiatives seem prudent and warranted subject to applicable statutory authority for, and Board of Regents approval of, such agreements.

34.4.2. Cultural Diversity: Cultural d Diversity of the student body will be fostered at all system institutions, to the extent that program offerings will allow.

4.4.3. Accordingly, ~~t~~The Board of Regents encourages appropriate levels of nonresident enrollments, consistent with availability of resources, maintenance of quality programs, and compliance with approved admissions requirements.

R461-4. Procedures

4.1. Application Deadlines

4.1.1. Colleges and Universities: All four USHE colleges and universities shall have common application publish application deadlines for each of their semesters. Autumn, Winter and Spring quarters. The Autumn deadline shall be no later than July 1.

4.1.2. Comprehensive Community Colleges: Community colleges shall ~~not~~ may adopt application deadlines consistent with best practices for student success.

4.1.3. Late Applications: Institutions may process ~~L~~ate applications may be processed with verification of exceptional circumstances (e.g., severe illness, accident or death of family member, etc.).

4.1.4. Deadline Extension: If an institution's funded enrollment target is not met by the deadline, an extension may be granted by the Board of Regents.

4.2. Index benchmarks

4.2.1. Universities The U of U and USU shall use an upper benchmark of 105 and a lower benchmark of 95, and WSU and SUU shall use an upper benchmark of 95 and a lower benchmark of 80.

Formatted: Font color: Text 2, Do not check spelling or grammar

4.2.2. Community Colleges: Community colleges shall not use an admissions index at this time.

4.23. High School Course Requirements

4.23.1. Required High School List of Courses: Ultimately, the four USHE universities shall use the same list of high school courses (with the exception of foreign language for the U of U), with the teaching/research universities requiring students to have completed the high school courses prior to admission and the metropolitan/regional universities strongly recommending completion of the courses. Sections 4.3.3 through 4.3.6 should enable each university to develop and implement high school course requirements for that institution.

Four years of English: emphasizing composition and literature

Two years of Mathematics: selected from geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus

Two years of Biological/Physical Science: including one laboratory experience

One year of American History: processes and structure of democratic governance

Two years of foreign language: the same language taken during grades seven through twelve

Four years of additional courses: from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, and fine arts Each institution may set high school course completion requirements for admission consistent with the institution's mission and role. High school course completion requirements should be published. Changes in high school course completion requirements should be published at least one year prior to the institution's application deadline for which the changed standards apply.

4.23.2. Conditional Admission: A freshman applicant who does not meet the course requirements for admission but who has an ACT or SAT score in the upper half of the Utah college-bound population may be admitted on the condition that the course deficiency is fulfilled during the applicant's freshman year. USHE institutions may set standards for conditional admission for individuals who have not met the high school credit and course requirements for admission. Conditional admissions standards will be consistent with each institution's mission and role.

4.3.3. Universities: U of U and USU shall each require its respective list of courses, including three math courses selected from a common list and three science courses. WSU and SUU shall strongly recommend a similar list of courses.

4.23.36. Community Colleges College Readiness: Community colleges-USHE institutions shall strongly recommend that students take full advantage of their high school curricula in order to diminish the need for remedial courses in college. The Regents will publish a guide to assist high school students in preparing for postsecondary education. Furthermore, students planning to transfer to a university should take the same high school courses as recommended/required for the respective university. Also, students planning to study in the vocational education and applied technology fields should take as many math, science, English and computer science courses as possible to prepare themselves for increasingly technical training required in these fields.

4.4. Interdisciplinary Curricula: Interdisciplinary curricula, developed in high schools shall be articulated with the above course requirements so as not to disadvantage students graduating from such high schools.

Formatted: Font color: Text 2, Do not check spelling or grammar

4.36. Special and Nontraditional Admission for Universities: Each USHE university shall be allowed to continue to employ what has been referred to as the "5 percent rule," whereby up to 5 percent of new students may be composed of individuals who do not meet conventional admissions criteria and are admitted conditionally. This special consideration is given to certain groups of students (e.g., educationally disadvantaged, ethnic minority, and students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose special talents or diversity enhance the institution's character. Also, universities in locations without a nearby community college may include in the 5 percent a portion of freshman students whose circumstances prohibit relocation in order to enroll in a community college.

4.75. Transfer Requirements

4.57.1. Annual System Reviews: Annual USHE system reviews and analyses of student transfer activity shall be conducted in order to give direction for future policies.

4.57.2. Transfer Requirements. Transfer policies are included in Regents' Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination. **Minimum Grade Point Averages for Transfer Students:** The minimum grade point averages (GPAs) for admission of transfer students to USHE universities shall be as follows:

U of U & USU: 2.50 Likely to be admitted

*2.20-2.49 May be admitted

2.19 & below Likely to be denied

WSU & SUU: 2.25 Likely to be admitted

**2.00-2.24 May be admitted

1.99 & below Likely to be denied

*Students who have completed an associate degree and whose GPA is in this range are more likely to be admitted to the U of U and USU than those without an associate degree.

**Students who have completed an associate degree and whose GPA is 2.00 or higher qualify for general admission at WSU and SUU and will be treated the same as non-transfer students in the admission to specific programs.

4.7.3. Completion of Appropriate Associate Degree: Community college students shall be strongly encouraged to complete an appropriate associate degree prior to transferring to a university. Typically, the Associate of Applied Science Degree is not considered a transfer degree unless specified by the receiving university. An advantage of the completion of the associate degree is the automatic acceptance of the general education requirement having been met. By Fall 1993, the System shall study and bring a recommendation to the Board of Regents as to whether or not a "probationary quarter" should be required of transfer students.

4.7.4. Transfer Students with Less than 45 Credit Hours: Students transferring with less than 45 quarter credit hours (or 30 semester credit hours) will be governed by the same admissions requirements as freshman students; however, performance in college work will be considered.

4.7.5. Departments or Majors with Higher GPA Standards: The System institutions shall make available to potential transfer students information regarding departments and majors with higher GPA standards and additional course requirements in order to assist students in realistic academic planning.

Formatted: Indent: Left: 1"

Formatted: Indent: Left: 1"

Formatted: Indent: Left: 1"

Formatted: Indent: Left: 1"

Formatted: Indent: Left: 1"

Formatted: Indent: Left: 1"

Formatted: Font color: Text 2, Do not check spelling or grammar

4.57.36. Degree Completion: USHE institutions Universities shall develop procedures for monitoring and advising students who move from sophomore to junior status with the objective of degree completion within an appropriate time and in order to limit the continuation of students not transfer to assist them in making satisfactory and timely progress toward a degree.

Formatted: Font color: Text 2, Do not check spelling or grammar

R461, Admissions, Access, and Articulation¹

R461-1. Purpose: To provide for student admissions, access and articulation with high schools.

R461-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Policy and Procedures R 312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

R461-3. Definitions

- 3.1 "Admissions Standards": those academic requirements a student must meet to be approved to enroll in courses in a Utah System of Higher Education institution or to a program within the institution.

R461-4. Policy

4.1. Access: General Guidelines

4.1.1. Geographic Proximity—Lower Division Programs: Access to postsecondary institutions is based on the assumption that the students and society will benefit from higher education. Generally speaking, access is linked to the level of academic programs. Lower-division offerings constitute the foundation of advanced educational opportunity both in the liberal arts and in Career and Technical Education. In the case of lower-division programs, reasonable geographic or electronic accessibility should be an overriding criterion in determining specific access policies. In case of unusually high-cost or highly specialized programs, geographic or electronic accessibility will necessarily be weighed against numbers served and the availability of resources.

4.1.2. Upper Division Programs: Because of the increased cost and specialization of many upper-division programs over lower-division offerings, geographic or electronic accessibility will be a less important consideration in determining access. Senior public institutions are not located in every center of population in the state; therefore collaborative inter-institutional arrangements and other strategies to provide accessibility should be undertaken to increase the likelihood that students capable of benefiting from such programs are included.

4.1.3. Graduate and Professional Programs: Graduate and professional programs are characterized by critical masses of highly specialized faculty, expensive research equipment, research libraries, and sophisticated laboratory and clinical facilities, and are, in general, substantially more expensive than undergraduate programs. Since these graduate and professional programs constitute such a scarce educational resource to the state, geographical

¹ Adopted December 14, 1982, amended November 20, 1984, May 15, 1992, June 19, 1992, and July 15, 2011.

proximity should be regarded as only a nominal consideration. Alternative distance delivery strategies should be considered when academic quality will not be negatively affected and accessibility will be improved by using those strategies.

4.2. Admissions: General Principles

4.2.1. Open Access to System: Every Utah citizen capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.

4.2.2. Admissions at Comprehensive Community Colleges: Comprehensive community colleges should provide open access consistent with established admissions standards to both traditional entering freshmen and returning students reestablishing their educational and career objectives. Selective admission may be necessary in some of the high-cost programs where limitations of faculty and facilities exist. Consideration in program admissions can be given to the student's ability to benefit and succeed.

4.2.3. Admissions at Baccalaureate Colleges and Master's Universities: The Baccalaureate colleges and master's universities should provide access consistent with established admissions standards to most programs at the lower-division level, except where high-cost programs with limitations of faculty and facilities require enrollment restrictions. While access to upper-division majors may necessarily be restricted in some areas, such access should be predicated on admission standards which are appropriately rigorous and demanding for the baccalaureate degree programs offered and should generally facilitate students completing baccalaureate-level work.

4.2.4. Admissions at Doctorate-granting Universities: Standards of preparation of a more rigorous and demanding kind should be developed as appropriate by the state's doctorate-granting universities at the lower division level, the upper division level, and at the graduate level, in order to bring the level of preparation students should possess into congruence with the institution's classroom standards, educational norms, accreditation and professional association standards, and academic reputations.

4.2.5. Communications with Public Education: Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions. USHE institutions should clearly communicate the admission standards for their specific programs of study where the standards for admission to the program exceed institutional admission standards.

4.3. Articulation with High Schools

4.3.1. Communicate Preparation Needed for Success: Utah System of Higher Education institutions should clearly communicate to the public the kind of preparation that is needed in high school (or elsewhere) for a student to successfully perform in higher education programs.

4.3.2. Admissions Standards and Public Schools Curricula: When major changes in institutional admissions policies are contemplated, the Commissioner's Office, together with the interested institutional offices, should consult with the State Office of Education and with

appropriate area school districts concerning implications for the public schools and curriculum offerings.

4.3.3. Faculty Committees to Articulate Curricula: Where the need suggests, faculty discipline majors' groups should convene with representatives from public education to articulate curricula.

4.4. Nonresident Student Access

4.4.1. Tuition Reciprocity Agreements: The Commissioner, in cooperation with the institutional presidents, will continue to pursue tuition reciprocity agreements with neighboring states where such initiatives seem prudent and warranted subject to applicable statutory authority for, and Board of Regents approval of, such agreements.

4.4.2. Diversity: Diversity of the student body will be fostered at all system institutions. to the extent that program offerings will allow.

4.4.3. The Board of Regents encourages appropriate levels of nonresident enrollments, consistent with availability of resources, maintenance of quality programs, and compliance with approved admissions requirements.

R461-4. Procedures

4.1. Application Deadlines

4.1.1. Colleges and Universities: All USHE colleges and universities shall publish application deadlines for each of their semesters.

4.1.2. Comprehensive Community Colleges: Community colleges may adopt application deadlines consistent with best practices for student success.

4.1.3. Late Applications: Institutions may process late applications with verification of exceptional circumstances (e.g., severe illness, accident or death of family member, etc.).

4.2. High School Course Requirements

4.2.1. Required High School Courses: Each institution may set high school course completion requirements for admission consistent with the institution's mission and role. High school course completion requirements should be published. Changes in high school course completion requirements should be published at least one year prior to the institution's application deadline for which the changed standards apply.

4.2.2. Conditional Admission: USHE institutions may set standards for conditional admission for individuals who have not met the high school credit and course requirements for admission. Conditional admissions standards will be consistent with each institution's mission and role.

4.2.3. College Readiness: USHE institutions shall strongly recommend that students take full advantage of their high school curricula in order to diminish the need for remedial courses in college. The Regents will publish a guide to assist high school students in preparing for postsecondary education.

4.3. Special and Nontraditional Admission for Universities: Each USHE university shall be allowed to continue to employ what has been referred to as the "5 percent rule," whereby up to 5 percent of new students may be composed of individuals who do not meet conventional admissions criteria and are admitted conditionally. This special consideration is given to certain groups of students (e.g., educationally disadvantage, ethnic minority, and students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose special talents or diversity enhance the institution's character. Also, universities in locations without a nearby community college may include in the 5 percent a portion of freshman students whose circumstances prohibit relocation in order to enroll in a community college.

4.5. Transfer

4.5.1. Annual System Reviews: Annual USHE system reviews and analyses of student transfer activity shall be conducted in order to give direction for future policies.

4.5.2. Transfer Requirements. Transfer policies are included in Regents' Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits , and Credit by Examination.

4.5.3. Degree Completion: USHE institutions shall develop procedures for monitoring and advising students who transfer to assist them in making satisfactory and timely progress toward a degree.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Snow College – Mission Statement Revision (R312 Revision)

Issue

Snow College 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 Snow College 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 Snow College 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 Snow College's updated Mission Statement and its inclusion in Policy R312, effective immediately.

WAS/EJH
Attachment

William A. Sederburg, Commissioner

Mission Statement for Snow College

The Mission Statement for Snow College was revised recently pursuant to preparing for meeting the new NWCCU accreditation standards and processes. The revision was the shared project of many—faculty, staff, and students--across months of discussion and decision-making among members of the Snow College Accreditation Steering Committee (with college-wide representation), small group meetings with faculty members, staff, and alumni, consultations with students, division meetings, and email feedback as well as numerous individual and small focus group and forum discussions. Similarly, the Core Themes (a requirement for the new accreditation process) were the result of this process. The Board of Trustees approved the revised mission statement and core themes on February 16, 2011.

Former Mission Statement

The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others.

Revised Mission Statement

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College Strives to Fulfill its Mission By

Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

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, and May 20, 2011.

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.

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): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals~~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.

July 6, 2011

Memorandum

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Bachelor of Arts/Bachelor of Science Degree in Ethnic Studies

Issue

The University of Utah requests approval to offer Bachelor of Arts/Bachelor of Science Degrees in Ethnic Studies, effective Fall 2011. This program was approved by the Institutional Board of Trustees on April 12, 2011.

Background

The proposed Ethnic Studies major takes an interdisciplinary approach at examining the experiences and culture of the various ethnic and racial populations within the United States. The proposed program draws from jointly appointed faculty across the University of Utah campus to offer courses with insights about diverse communities. The disciplinary foci range from Education, English, History, Psychology, and Social Work. The degree will be managed by the Ethnic Studies office (serving the University of Utah since 1976), which is overseen by the Office of the Associate Vice President of Equity and Diversity. The College of Social and Behavioral Sciences will house the proposed degree and serve as the curriculum adoption apparatus for new course proposals.

The proposed major includes core restrictive electives, and a capstone course. The core is composed of four elements totaling 33 credit hours. The distribution of lower- to upper-division credit hours includes a total number of six lower division credits while the number of upper-division credit hours required is 27.

The demographics of the state demonstrate a steady diversifying process in the population of Utah. The University of Utah's Bureau of Economic and Business Research reported in 2008 that all twenty- nine counties experienced significant growth in the population of ethnic minorities. Furthermore, nine of these are reporting at least 15 percent minority representation in their total population counts. The five counties (Salt Lake, Summit, Tooele, Utah, and Weber) constituting the Wasatch Front hovered between fourteen and twenty-three percent ethnic minority. These five counties constitute the University of Utah's major student feeder areas. This degree will prepare students from a wide range of racial and ethnic backgrounds interested in employment with private and public organizations and agencies that work with historically underserved populations.

Twenty faculty, most of whom are tenured and doctorally prepared, will teach in the proposed program and be covered through regular university allocations.

Policy Issues

No policy issues were raised by the Chief Academic Officers.

Commissioner's Recommendation

The Commissioner recommends the Regents review the request by the University of Utah to offer Bachelor of Arts/Bachelor of Science Degrees in Ethnic Studies and approve the program.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer Bachelor of Arts/Bachelor of Science Degrees

University of Utah

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

July 6, 2011

Section I: The Request

University of Utah requests approval to offer Bachelors of Arts effective Fall 2011. This program has been approved by the institutional Board of Trustees on April 12, 2011.

Section II: Program Description

Complete Program Description

The proposed Ethnic Studies major (B.A. and B.S.) is a 33 unit of study that takes an interdisciplinary approach at examining the experiences and culture of the various ethnic and racial populations within the U.S. The program draws from jointly appointed faculty across the University of Utah campus to offer courses with insights about diverse communities. The disciplinary foci range from Education, English, History, Psychology, and Social Work. The degree will be managed by the Ethnic Studies program (serving the University of Utah since 1976), which is overseen by the Office of Associate Vice President of Equity and Diversity. The College of Social and Behavioral Sciences will house the proposed degree as well as serve as the curriculum adoption apparatus for new course proposals.

The proposed major includes core, restrictive elective, and a capstone course. The core is composed of four elements, totaling 33 credit hours. This includes an introductory course that provides students with an overview of the various themes found in the program, one survey course focusing on the experiences of one U.S. ethnic/racial group, two theory courses that provide students with conceptual mooring of the various theories of race, ethnicity, and inequality, and one research methodology course that orients students to posing research questions and designing research. Students can then choose five elective courses from the Ethnic Study offerings. Of these, two of the five elective courses can come from other departments or programs that have recognized courses accepted by the Ethnic Studies program. Finally, there is a capstone course that links the various themes that the student encountered throughout the program. The ETHNC 2500 (introduction to Ethnic Studies) as well as the one survey course serves as the prerequisites for any of the 3000 level courses.

The distribution of lower- to upper-division credit hours includes a total number of 6 lower division credit hours while the number of upper division credit hours required is 27.

Service learning will also constitute a key component in the major.

The proposed major consists for five components.

- I. One required introductory course:
 - Ethnic Studies 2500 Introduction to Ethnic Studies (3 units)
- II. One survey course from the various listings:
 - Ethnic Studies 2550 African American Experiences (3 units)
 - Ethnic Studies 2560 Chicana/o Experiences (3 units)
 - Ethnic Studies 2570 American Indian Experiences (3 units)
 - Ethnic Studies 2580 Asian Pacific American Experiences (3 units)
 - Ethnic Studies 2590 Pacific Islander American Experiences (3 units)

- III. Two Theory courses from the following
 - Ethnic Studies 3420 American Racism (3 units)
 - Ethnic Studies 3010 Black Popular Culture (3 units)
 - Ethnic Studies 4020 Black Feminist Thought (3 units)
 - Ethnic Studies 4330 Chicana/o culture via media (3 units)
 - Ethnic Studies 5250 Migration, diasporas, and U.S. Community (3 units)
 - Ethnic Studies 5800 Theories of social inequality and justice (3 units)
- IV. One Research Methodology Course
 - Ethnic Studies 5100 Advanced Analysis in Ethnic Studies (3 units)
- V. One Capstone Course – Taken last 2 semesters of program
 - Ethnic Studies 5010 Advanced Analysis in Ethnic Studies (3 units)
- VI. Five Elective Courses within ethnic Studies or other approved classes from affiliated departments or programs. Classes should span three different areas of study. (i.e., Chicana/o, American Indian, Asian- American, African-American—Please see Attachment A)

Purpose of Degree

This degree will prepare students from a wide range of racial and ethnic backgrounds interested in employment with private and public organizations and agencies that work with historically underserved populations. It will help individuals conceptualize socio-historical and political issues from the vantage point of various disciplinary frameworks as well as from the view points of the various peoples that constitute U.S. diverse populations. The degree also serves as a strong foundation for students who plan on pursuing graduate work in areas such as sociology, law social work, education, psychology, and the health sciences, including medicine.

Institutional Readiness

The University of Utah already has the essential mechanisms (advising, faculty, administrative support) in place to support the implementation of this major. The University of Utah's central administration has been anticipating a major for the Ethnic Studies program (ESP). The recommendations from formal external program reviews conducted in 1995 as well as 2008 urged the ESP to initiate a major. This recommendation has formally appeared in the memorandum of understanding signed by the University of Utah Senior Vice President as well as the Ethnic Studies program during the last program reviews.

The ESP has strong relationships with the various advising units on campus. The Center for Ethnic Student Advising (CESA) has been a partner of the ESP since CESA's inception. Since CESA advises the majority of students who might be interested in this major, they are already familiar with the program's course offerings. The Student Advising office is equally familiar with the ESTP. They have been advising students on the various ESP minors for more than 10 years. The director of the ESP would need to meet with student advising staff to discuss the addition of the major.

The ESP faculty is also ready for the commitment to offer a major. The findings from a self study conducted in 2007-2008 program review identified the establishment of an Ethnic Studies major as a top priority. The faculty concluded that for the program to help meet this important priority for the University and its academic mission, it must offer a major.

Faculty

The Ethnic Studies faculty is comprised of 14 tenure line faculty members constituting a total 7.66 FTE, as well as two adjunct faculty members that constitute .5 FTE over the course of an academic year. The program also has one non-tenure line affiliated faculty. The distribution of the faculty and staff follows.

Tenure Line Faculty

Assistant Professors	Associate Professors	Full Professors	Adjunct Faculty
3	8	2	2

Non-Tenure Line Faculty

Adjunct Instructors	Associate Instructor	Teaching Assistants
3	1	3

The Ethnic Studies program has a strong and dedicated core of faculty that will carry out the teaching responsibilities of the Ethnic Studies major. The faculty are prepared to and excited about carrying out the proposed major. The faculty has been teaching the core curriculum over the last two years on a regular basis.

The Ethnic Studies program will need to hire three new tenure line faculty within the next five years. The program review undertaken in the 2007-2008 academic year confirmed this conclusion. In 2011-2012, a search for a scholar with a background in sociology will be needed. Another faculty search will be executed during the 2012-2013 academic year. The area of specialty will need to be in history. Finally, a third hire in 2014-2015 will be needed, whose area of specialization should be in social work with an emphasis on American-Indian populations. These last two hires would replace two retiring faculty members. All of these tenure line hires will have joint appointment with another department.

The Ethnic Studies program faculty is currently teaching 95% of the courses identified in element I through IV on a regular basis. Three new .5 FTEs were added to the faculty in July 2008 who will help in teaching other courses that need to be developed to round out the major offerings. The Ethnic Studies program needs to identify the need for additional faculty required in each of the first five years of the program.

Staff

An undergraduate advisor will need to be hired in 2011-2012. This person will coordinate advising with the Center for Ethnic Student Advising as well as University advising.

Library and Information Resources

The resources at Marriott Library are satisfactory for meeting the needs of the program as it carries out the major.

Admission Requirements

Admission requirements will not depart from regular University undergraduate admission requirements.

Student Advisement

Advising will be conducted by a new in-house advisor, along with the director and one other faculty member. The advisor will coordinate services with other advising units that advise students (University advising and Center of Ethnic Student Advising).

Justification for Graduation Standards and Number of Credits

The number of credits that the major is requiring is consonant with other similar majors from other University of Utah interdisciplinary programs. For example, Gender Studies requires 36 credit hours and the Latin American Studies program is composed of 33 credit units. Outside of the rationale of programmatic consonance with like majors, the 33 credit unit allows the Ethnic Studies program to distribute the various requirement elements across various areas of study.

External Review and Accreditation

Six reviewers--three out of state and three within--from similar research intensive universities consulted on the development of this major. Their input came about as a result of a regularly scheduled undergraduate program review initiated by the University of Utah Undergraduate Studies Office (UGS). The parameters of their input ranged from the design of an Ethnic Studies major to enhancing the student credit hour (SCH) generation of the program.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student to Faculty Ratio	Accreditation Req'd Ratio
1	5	17		NA
2	10	18		
3	13	17		
4	18	17		
5	50	18		

Expansion of Existing Program

NA

Section III: Need

Program Need

The Salt Lake Tribune reported in May of 2008 that Utah's population is becoming more ethnically and racially diverse than ever before. The demographic shift is also reflected at the University of Utah. The proportion of students of color has doubled in the last eight years, currently standing at 12% of the total student body. Two elements are propelling an Ethnic Studies major that will help the University of Utah be responsive to the demographic changes locally as well as nationally. First, individuals from these ethnically diverse populations are enrolling at the University of Utah seeking a major that will enable them to understand the socio-historical dimensions of ethnically and racially diverse people within the United States. The number of students who are assembling a version of this major through the University of Utah's Bachelors of Undergraduate Studies Office has consistently increased over the last 4 years. Second, employers are seeking employees who are culturally competent in their interactions with the diverse populations within Utah and the country. This translates into understanding the social, historical and cultural backgrounds of these various populations. The business and health services communities are looking to the University of Utah to provide them with a workforce with the skills and competencies to work with diverse populations. The ESP will fulfill both of these needs.

Labor Market Demand

The demographics of the state reflect a steady diversifying process. The University of Utah's Bureau of Economic and Business Research reported in 2008 that all of the twenty nine counties experienced significant growth in the population of ethnic minorities. Furthermore, nine of these are reporting at least 15% minority representation in their total population counts. The five counties (Salt Lake, Summit, Tooele, Utah, Weber) constituting the Wasatch Front hovered between fourteen and twenty-three percent ethnic minority. These five counties constitute the University of Utah's major student feeder areas. The pattern holds nationally in many regions, according to the Brookings' State of Metropolitan America Policy Report (2010). Minority populations are growing at a rapid rate. These populations will need to be served by a workforce that recognizes the distinctive cultural and historical backdrops of these various populations. Employers are seeking a workforce that not only has the linguistic competency to engage these various ethnic groups, but also the cultural knowledge of these populations to engage them respectfully and comprehensively. As an example, the largest sectors projected to grow in the Utah context, between 2010 and 2050, are expected in health and education--totaling a third of the total job growth (Perlich, 2006). These are two employment domains where cultural competency is vital, which the Ethnic Studies major will provide.

The employment pattern for past graduates of the Undergraduate Studies/Ethnic Studies Social Justice major has included individuals entering education and health related fields. Five have become elementary or secondary teachers while two have started either Masters or Ph.D. programs with the goal of joining the professoriate. Four have begun graduate programs in the medical field.

Student Demand

The Bachelor of Undergraduate Studies program has been working with the Ethnic Studies program to help students create an Ethnic Studies major, many times classified as a Social Justice major. Between the years of 2005 and 2009 there was a steady stream of approximately fifteen to twenty students continuously working towards the proposed program. Now that the ESP has stepped up its advertisement of this option, the Bachelor of Undergraduate Studies has added six more students who were working toward this major in the period spanning 2008-2010. The program anticipates that the students being drawn to the Ethnic Studies major will include both students of color as well as white students, considering that the latter comprise over 75% of the students who currently enroll in the program's courses.

Similar Programs

No higher education institution in Utah offers a major in Ethnic Studies, but every research intensive institution in the intermountain west and in the PAC-12 offers such a major.

Collaboration with and Impact on Other USHE Institutions

No other institutions within Utah offer this degree.

Benefits

The key benefit of this major to the state is that it prepares its workforce for a diverse population. The University of Utah's Bureau of Economic and Business Research indicates that the diversification of the state's populations requires a workforce that is adept at understanding the needs and perspectives of a changing demographic landscape. This major will provide individuals who will be employed in Utah with this knowledge. To further facilitate students' skills, the major will be structured to facilitate a double major option.

The USHE will also benefit from the addition of this program in that no other institution in the USHE offers a major in this area. Furthermore, the establishment of this major would help keep the USHE competitive with other similar institutions in the West by matching what other comparable research intensive institutions, such as the University of California system and the University of Colorado, already offer.

Consistency with Institutional Mission

The University of Utah has as one of its central objectives to provide students with an opportunity for interdisciplinary studies. The Ethnic Studies major embraces and actualizes this objective by providing students with a rich interdisciplinary program of study that weaves together conversations about ethnicity, race and diversity through disciplines such as English, History, Political Science, Education and Sociology. The University of Utah also embraces helping students understand international relationships. The proposed major will help students understand processes and experiences of social internationalization, or migration, and settlement on the shores of the U.S.

Section IV: Program and Student Assessment

Program Assessment

The goals of the Ethnic Studies program are to:

1. Provide students with an interdisciplinary understanding of the histories, experiences, and knowledge of diverse U.S. populations, and help them develop an understanding of the socio-historical formation and functioning of race (as a construct) within the U.S. context.
2. Develop students' analytical skills. The program seeks to help students read academic and social texts critically and develop their communication (written and oral) skills to present their ideas in various settings.
3. Provide students with a framework for identifying social, economic and institutional resources within Utah's diverse ethnic communities.

Assessment Mechanisms

1. Written and oral examinations within Ethnic Study courses.
2. Oral presentations within classes.
3. Course projects and papers will also comprise a strong element for determining students' analysis skills and ability to articulate their positions.

Expected Standards of Performance

The expected standards of performance will encompass both content level and skill level standards.

1. Students will have developed an understanding of the socio-historical relations shaping the political, economic and/or social trajectory of at least two U.S. based ethnic groups.
2. Students will be able to explain at least two of the social and historical forces shaping the formation of race and racial categories in the U.S.

3. Students will be able to define and explain key concepts that underpin the program's content (e.g., intersectionality, racial formation, cultural knowledge, social justice, essentialist and cultural).
4. Students will be able to define the ways in which race, gender, and social class intersect in producing different world views and knowledge frameworks of at least two U.S. based ethnic groups.
5. Students will be able to employ and differentiate between theories to explain patterns and events of social protest and domination that comprise the landscape of U.S. history.
6. Students will develop college level proficiency in their writing skills, specifically identifying and employing the conventions of writing academic texts in both the humanities as well as the social sciences.
7. Students will be able to present an organized presentation of key concepts found in their Ethnic Studies courses.
8. Students will be able to identify the ways in which to frame questions of studying race and ethnicity that correspond to at least two disciplines.
9. A summative evaluation will be built into the capstone course. Specifically, the course will include a summative course paper that prompts students to trace one of the key threads that they have engaged in during their coursework.

These represent standards that the Ethnic Studies faculty believes are crucial to students' academic and professional development.

Section V: Finance

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries and Wages	519378	529765	540360	551168	562191
Benefits					
Total Personnel	519378	529765	540360	551168	562191
Current Expense	21615	21615	21615	21615	21615
Travel					
Capital					
Library Expense					
Total Expense	540993	551380	561975	572783	583806
Revenue					
Legislative Appropriation					
Grants and Contracts					
Donations					
Reallocation					
Tuition to Program	540993	551380	561975	572783	583806
Fees					
Total Revenue	540993	551380	561975	572783	583806
Difference					
Revenue-Expense	0	0	0	0	0

Budget Comments

The expenses across the five year projections reflect costs supporting students enrolled in the major, the various Ethnic Studies minors, as well as the other diversity courses that serve the larger University of Utah campus in meeting the university's diversity requirement. No additional monies are requested to provide the major.

Funding Sources

Funding for the program comes through traditional institutional allocations.

Reallocation

N/A

Impact on Existing Budgets

No other programs will be affected by the organization of faculty or corresponding budgets.

The expenses across the five year projections reflect costs supporting students enrolled in the major, the various Ethnic Studies minors, as well as the other diversity courses that serve the larger University of Utah campus in meeting the university's diversity requirement. No additional monies are requested to provide the major.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours	
Core Courses			
ETHNC 2500	Introduction to Ethnic Studies	3	
ETHNC 2550	African American Experience	3	
ETHNC 2560	Chicana/o Experience	3	
ETHNC 2570	American Indian Experience	3	
ETHNC 2580	Asian Pacific American Experience	3	
Two theory courses:			
ETHNC 3420	American Racism	3	
ETHNC 3010	Black Popular Culture	3	
ETHNC 4020	Black Feminist Thought	3	
ETHNC 5250	Migration, Diaspora and U.S. Community	3	
ETHNC 5800	Theories of Social Inequality and Justice	3	
One research and Methodology course:			
*ETHNC 5100	Interdisciplinary Research in Ethnic Studies	3	
One capstone course:			
ETHNC 5010	Advanced Exploration in Ethnic Studies	3	
(*Denotes new course to be added to Program)			
	Sub-Total		18
Elective Courses			
Five elective courses distributed across three areas (i.e. Chicana/o, American Indian, Asian American content). No more than two from each content.			
ETHNC 3150	Indian Law and Policy	3	
ETHNC 3180	American Indian Land, Waters, and Resources	3	
ETHNC 3190	Racial and Ethnic Politics	3	
ETHNC 3290	Ethnic Minority Families	3	
ETHNC 3300	Peoples of Utah	3	
ETHNC 3365	Ethnic Minorities in America	3	
ETHNC 3400	Intercultural Communication	3	

Course Prefix & Number	Title	Credit Hours	
ETHNC 3450	Intergroup Relations: Our Prejudices and Stereotypes	3	
ETHNC 3474	Mental Health of Asian Pacific Americans	3	
ETHNC 3480	Asian American Personality & Mental Health	3	
ETHNC 3520	Asian Pacific American Contemporary Issues	3	
ETHNC 3540	Contemporary Black Thought	3	
ETHNC 3550	Political Economics in Black America	3	
ETHNC 3600	Native Americans in Modern Society: Implications for Social Policy	3	
ETHNC 3650	Race, Class and Gender Inequity in Education	3	
ETHNC 3700	Masterpieces of Mexican Literature	3	
ETHNC 3740	American Indian Literature	3	
ETHNC 3750	Asian Pacific American Literature	3	
ETHNC 3760	African American Literature	3	
ETHNC 3761	African American Literature II	3	
ETHNC 3770	Chicana/o Literature	3	
ETHNC 3860	La Chicana	3	
ETHNC 3870	American Indian Women	3	
ETHNC 3880	Asian Pacific American Women	3	
ETHNC 3910	Special Topics	3	
ETHNC 3920	Independent Study	3	
ETHNC 3950	Selected African American Topics	3	
ETHNC 3960	Selected Chicana/o Topics	3	
ETHNC 3970	Selected American indian Topics	3	
ETHNC 3980	Selected Asian American Topics	3	
ETHNC 3990	Selected Pacific Islander Topics	3	
ETHNC 4010	Black Popular Culture	3	
ETHNC 4015	Asian Americans and Popular Culture	3	
EHTNC 4150	Introduction to Multicultural Education	3	
ETHNC 4200	Chicana/o Expression	3	
ETHNC 4330	Chicana/o Culture via Media	3	
ETHNC 4540	Chicana/o History since 1849	3	
ETHNC 4550	Latinos in the United States	3	
ETHNC 4560	Chicano Civil Rights Movement	3	
ETHNC 4600	Asian Pacific American History	3	
EHTNC 4670	History of Native American Peoples	3	
ETHNC 4690	African American History: 1619-1890	3	
EHTNC 4700	African American History since 1890	3	
ETHNC 4800	African American Religious Experiences	3	
ETHNC 5000	Bell Hooks Seminar	3	
ETHNC 5110	Folklore Genres	3	

Course Prefix & Number	Title	Credit Hours	
ETHNC 5290	Gender and Minorities Across the Lifespan	3	
ETHNC 5350	Diaspora, Transnationalism & U.S. Community	3	
ETHNC 5400	Asian Pacific American Education Experiences	3	
ETHNC 5430	Asian Pacific American Politics	3	
ETHNC 5450	Communication and Culture	3	
ETHNC 5540	Media and Diversity	3	
ETHNC 5560	Social Psychology of Human Diversity	3	
ETHNC 5590	Intensive Spanish, Culture and Community Services in Mexico	3	
ETHNC 5610	Gender, Race, Class and Community	3	
ETHNC 5810	Independent Study	3	
ETHNC 5830	Chicana Feminist Theories	3	
ETHNC 5840	Studies in African American Literature	3	
ETHNC 5850	Special Topics: African American	3	
ETHNC 5860	Special Topics: Chicana/o	3	
ETHNC 5870	Special Topics: American Indian	3	
ETHNC 5880	Special Topics: Asian Pacific American	3	
ETHNC 5890	Exploring Diversity	3	
	Sub-Total		15
	Total Number of Credits		33

Appendix B: Program Schedule

Course Number	Title	Units
Year 1		
Fall Semester		
ETHNC 2500	Introduction to Ethnic Studies	3
Spring Semester		
ETHNC 2580	American Indian Experience	3
Year 2		
Fall Semester		
ETHNC 3600	Native Americans in Modern Society: Implications for Social Policy	3
Spring Semester		
ETHNC 3540	Contemporary Black Thought	3
ETHNC 5800	Theories of Social Inequality	3
Year 3		
Fall Semester		
ETHNC 4020	Black Feminist Thought	3
ETHNC 3860	La Chicana	3
Spring Semester		
ETHNC 5100	Interdisciplinary Research in Ethnic Studies	3
ETHNC 3300	Peoples of Utah	3
Year 4		
Fall Semester		
ETHNC 4670	History of Native American Peoples	3
ETHNC 5010	Advanced Analysis in Ethnic Studies	3

Appendix C: Faculty

Lourdes Alberto, Ph.D.
Edward Buendia, Ph.D.
Donna Dehyle, Ph.D.
Roderic Land, Ph.D.
E. Daniel Edwards, Ph.D.
Edmund Fong, Ph.D.
Haruko Moriyasu, Ph.D.
Karen Johnson, Ph.D.
Wilfred Samuels, Ph.D.
Ronald Coleman, Ph.D.
William Smith, Ph.D.
Dolores Delgado-Bernal, Ph.D.
Dolores Calderon, Ph.D.
Lourdes Alberto, Ph.D.
Baodong Liu, Ph.D.
Armando Solorzano, Ph.D.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University - Bachelor of Arts Degree in Global Communication

Issue

Officials at Utah State University (USU) request approval to offer a Bachelor of Arts Degree in Global Communication, beginning Fall Semester 2011. The USU Institutional Board of Trustees approved this program on May 6, 2011. The Regents' Program Review Committee approved the proposed degree on June 8, 2011 and recommended it be moved to the full board for approval.

Background

The Department of Languages, Philosophy and Speech Communication at Utah State University is proposing a new Bachelor of Arts Degree in Global Communication. This major will prepare students with knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. Students in this program will study communication, a second language, ethics, culture, and world affairs. The major will also involve a practicum that will require the student to engage with a community distinct from his or her own cultural community.

By participating in a carefully selected program of language, communication, philosophy and other interdisciplinary courses, all students will come to understand linguistic and social influences on culture, develop and learn about a variety of intercultural communication competencies, study the nature and importance of business ethics, and learn principles of communication skills appropriate for organizational and interpersonal settings. In addition, students will focus on a particular culture of interest by developing a specific foreign language competency.

In keeping with Utah State's mission statement, this major will cultivate diversity of thought and culture by encouraging and facilitating student learning, discovery and engagement with other cultural communities. This major aligns clearly with Utah State's role of helping those within Utah to enhance their quality of life and to function effectively in the global marketplace.

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 Bachelor of Arts Degree in Global Communication, effective Fall Semester, 2011.

William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Bachelor's of Arts Degree in Global Communication

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

June 6, 2011

Section I: The Request

Utah State University requests approval to offer a new major in Global Communication (B.A.), effective Fall 2011.

Section II: Program Description

Complete Program Description: Global Communication Major

As technological advances bring the world's peoples closer together, the ability to communicate effectively across cultures and languages is becoming increasingly valuable. The Department of Languages, Philosophy, and Speech Communication proposes to prepare students for this future by offering a major program in Global Communication. Students in this program will acquire knowledge in language, communication, culture, ethics, and world affairs.

In language courses, second language skills of speaking, listening, reading, and writing are developed communicatively through contextualized and theme-based units addressing current issues. In communication courses students will focus on the understanding and skills necessary to accomplish relational and organizational goals, manage conflict, and interact effectively in diverse social environments. In culture courses, students will learn about both general and specific cross-cultural differences as well as how to appropriately and effectively work with others who are culturally diverse. In ethics courses students will study judgments of what constitutes ethical conduct in intercultural contexts and the reasoning behind these assessments. In world affairs courses students will gain a broad perspective on large scale issues that influence a variety of international relations and specific regions of the world.

Minimum Departmental Requirements

Total Credits and Minimum Departmental Requirements

Global Communication Major requires 36 credit hours

Grade Point Average to Declare a Major: 2.5 Career GPA

Grade Point Average required to graduate with Major: 2.5 GPA within courses for the major

Courses for the Global Communication Major require minimum grades of C- or better.

Courses for the Global Communication Major *may not* be taken on a *Pass/Fail* Basis.

Global Communication Major Requirements

A. Culture General Requirement (6 hours)

SPCH 3330 Intercultural Communication

LANG/SPCH 2330 Communication in a Global Era

B. Communication Requirement (9 hours). One course from each of the three options below is required.

* SPCH 2110 Interpersonal Communication; or SPCH 4200 Language, Thought, and Action

* SPCH 3250 Organizational Communication; or SPCH 4350 Organizations and Social Change

Organizations; or SPCH 3500 Communication and Leadership

* SPCH 3600 Communication and Conflict; SPCH 3400 Persuasion; or SPCH 5300 Visual Rhetoric

C. Ethics Requirement (3 hours)

PHIL 3520 Business Ethics or PHIL 1120 Social Ethics or PHIL 2400 Ethics

D. World Affairs Requirement (6 hours)

ANTH 3130 Peoples of Latin America	ENGL 2210 Introduction to Folklore
ENGL 3700 Regional Folklore	ENGL 5700 Folk Narrative
HIST 3240 Modern Europe	HIST 3410 Modern Middle East
HIST 3480 History of China	HIST 3630 Modern Latin America
HIST 4330 Modern Germany	LANG 3550 Cultures of East Asia
POLS 3100 Global Issues	POLS 4210 European Union Politics
POLS 3250 Chinese Government Politics and Politics	POLS 3270 Latin American Government
POLS 3230 Middle Eastern Government and Politics	

E. Language/Culture Specific Requirements (9 hours) Three credits from each of the three options below are required. All three courses must be from the same language.

*3000 Level Language Grammar Course in Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish, (depending upon the language the course numbers would be 3010, 3020, 3040, or 3050)

* Language Specific Business Course: CHIN 3510 Chinese Business Language; FREN 3510 Business French; GERM 3510 Business German; JAPN 3510 Japanese for the Business Environment; PORT 3510 Business Portuguese; RUSS 3510 Business Russian; SPAN 3510 Business Spanish.

* A Culture, History or Civilization Course in Language of choice

F. Practicum (3 credits) The Practicum may not be taken until the student has completed at least one course in each of the five areas (A-E) just reviewed.

This practicum should tie together various elements of the program through practical experience in service learning, or internship experience in a cultural community distinct from the student's own culture. Approval for the particular practicum experience must be granted by the student's advisor prior to the experience. Please visit with your advisor early on in the decision process.

Purpose of Degree

The Department of Languages, Philosophy and Speech Communication propose a new major in Global Communication. This major will prepare students with knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. Students in this program will study communication, a second language, ethics, culture, and world affairs. The major will require coursework in five main areas: introductory courses on intercultural and global communication; communication specific courses on interpersonal communication, communicating in organizations, persuasion and conflict management; philosophy courses on ethics; language courses that focus on language skills in applied areas, such as business (majors will need to select a specific second language in which to gain expertise); and courses on world affairs that apply to students specific goals. The major will also involve a practicum that will require the student to engage with a community cultural distinct from his or her own cultural community.

By participating in a carefully selected program of language, communication, philosophy and other interdisciplinary courses, all students will come to understand linguistic and social influences on culture, develop and learn about a variety of intercultural communication competencies, study the nature and importance of business ethics, and learn principles of communication skills appropriate for organizational and interpersonal settings. In addition, students will focus on a particular culture of interest by developing a specific foreign language competency.

Excellent communication skills are highly valued by employers. In this age of multinational corporations, businesses are looking for sales managers, executives, marketing specialists, personnel managers, accountants, and finance specialists who speak a second language. In addition, positions with non-profit organizations and various government agencies all encourage strong communication skills, second language abilities and a broad understanding of the global village in which we now live. The global communication major prepares students for a wide variety of positions and careers.

Institutional Readiness

Utah State is well situated to offer this major. The university has strong, vibrant programs in languages, human communication, and philosophy, as demonstrated in a recent review of these programs for the Board of Regents. In addition, these three programs are housed together in one department, which facilitates coordination and implementation. Indeed, Utah State's decision to group the languages, philosophy, and speech communication programs into one unit provides a perfect foundation on which to build an interdisciplinary program without some of the cross department challenges in terms of budgets and personnel that such programs often face. Virtually all of the courses in the proposed major (except for the practicum) already exist. In essence, the proposed major allows Utah State to do more to serve its constituencies with its current resources.

Faculty

The number of faculty who teach in the Department of Languages, Philosophy, and Speech Communication who could directly teach courses within this program is twenty-nine. Of that twenty-nine faculty, twenty-seven of them have Ph.D.'s and two of them have Master's degrees.

Staff

The Department of Languages, Philosophy, and Speech Communication does not anticipate the need to hire additional staff in the administration of the proposed major.

Library and Information Resources

Utah State University's Merrill-Cazier library already offers excellent resources to support the proposed program.

Admission Requirements

1. New freshmen admitted to USU in good standing qualify for admission to this major. A complete application includes a one- to two-page letter explaining the student's interest in this program, a copy of the student's transcript, a GPA of 2.5.
2. Transfer students from other institutions need a 2.5 total GPA for admission to this major in good standing.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major in good standing.

Student Advisement

Students in the major will have three levels of advisement, faculty, department staff, and college staff. When students first declare the major they may either request a specific faculty advisor or they will be assigned one. The faculty involved in this advising will be those with a background in either languages or intercultural communication. Specific course choices and long term career planning will be done in consultation with the faculty member. The department also has a departmental advisor who helps all majors as they navigate basic major requirements and general education expectations. The students in this major will also have access to this person. Finally, as with all college students, the students will be able to use the College of Humanities and Social Sciences general advising center as they move toward graduation.

Justification for Graduation Standards and Number of Credits

The proposed major aligns with the standards and number of credits of other degree programs granting the baccalaureate at Utah State University and in harmony with Regents Policy.

External Review and Accreditation

No consultants were involved in the development of this program. No special professional accreditation will be sought.

Projected Enrollment

Year	Student Headcount	# of Faculty*	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	20	29	1:1.5	
2	45	29	2:1	
3	60	29	2:1	
4	70	29	2.5:1	
5	80	29	3:1	

*This represents the number of faculty in the entire department. Faculty have responsibilities beyond this one degree program.

Section III: Need**Program Need**

Responding to student requests, changes in the labor market, and faculty analysis of current trends, this major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. In keeping with Utah State's mission statement, this major will cultivate diversity of thought and culture by encouraging and facilitating student learning, discovery, and engagement with other cultural communities. This major aligns clearly with Utah State's role of helping those within Utah to enhance their quality of life and to function effectively in the global marketplace. By adding this major, Utah State is better able to meet its mission and the students will have a program that allows them to focus on specific skills associated with languages, interpersonal communication, and organizational communication skills within an ethical and culturally sensitive context.

Labor Market Demand

As technological advances bring the world's peoples closer together, the ability to communicate effectively across cultures and languages is becoming increasingly valuable. Excellent communication skills are highly valued by employers. In this age of multinational corporations, businesses are looking for sales managers, executives, marketing specialists, personnel managers, accountants, and finance specialists who speak a second language. In addition, positions with non-profit organizations and various government agencies all encourage strong communication skills, second language abilities and a broad understanding of the global village in which we now live. The global communication major prepares students for a wide variety of positions and careers.

Student Demand

During the development stage of this major, over one hundred students were asked about the idea of a Global Communication major compared to ideas about leadership and idea of being a global citizen. The idea of a major focused on global communication was the clear favorite, as 90 of the 132 students surveyed preferred the idea of a global communication major. There is strong interest and demand among the student body for this major.

Similar Programs

There are no specific Global Communication majors in the USHE system. Given the interdisciplinary nature of this proposed program, the closest majors of this type are the interdisciplinary "International Studies" programs at Utah State University (housed in the Political Science Department) and the "International Studies" major at the University of Utah (an interdisciplinary program housed in the College of Humanities). The proposed Global Communication major certainly has some similarities to the International Studies programs at Utah State in terms of the international and multidisciplinary foci, but it is different in terms of the level of emphasis. The International Studies program emphasizes large-scale, macro-level issues and is supplemented by some micro-level skills such as language learning. The proposed major reverses this emphasis, with the primary foci being interpersonal communication skills to be used in interactions in a global setting, such as language-specific interaction in global settings; the development of face-to-face intercultural communication skills; conflict management, and a firm grounding in philosophical ethics to inform engagement in international business, governmental, and non-governmental organizations (NGOs). The program at the University of Utah overlaps with this proposed program in terms of some of its goals, but again has a larger focus on specific area studies, whereas the proposed major has more communication and foreign language requirements and an ethics requirement. It is also worth noting that, given the increasing importance of communicating in a multi-cultural or global environment, having majors tied to this growing need at both of the two largest state universities makes good sense.

Collaboration with and Impact on Other USHE Institutions

There are no specific Global Communication majors in the USHE. As is true with any major that is interdisciplinary in nature, the proposed program has ties to a wide variety of discipline-specific programs, such as speech communication, linguistics, cultural anthropology, sociology, history, philosophy, the languages and more. Although each of these programs has aspects related to the new major, the new major has distinctive foci not available through a disciplinary specific program. The combination of foci on interpersonal communication skills related to conflict and relationship building combined with the practical knowledge associated with second language learning, along

with courses in ethics makes this a unique major that fits a particular need not met through discipline specific programs. The proposed program is additive in nature, just as discipline specific programs serve a vital role in higher education, interdisciplinary programs provide a small, but important option for the students.

Benefits

In keeping with Utah State's mission statement, this major will cultivate diversity of thought and culture by encouraging and facilitating student learning, discovery and engagement with other cultural communities

Consistency with Institutional Mission

This major aligns clearly with Utah State's role of helping those within Utah to enhance their quality of life and to function effectively in the global marketplace.

Section IV: Program and Student Assessment

Program Assessment

The overarching goal of the program is to provide students with the knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. The specific outcomes (core competencies) associated with this goal include:

- Working fluency in at least two languages.
- Understanding of culture specific norms associated with communities using the two languages noted above.
- Understanding of the implications of culture in general and its influence on daily interactions.
- Knowledge and adoption of successful face-to-face communication skills for both organizational and interpersonal settings.
- Understanding and appreciation of the nature of ethical behavior in a variety of settings.

Students participate in a program consisting of language, communication, philosophy, and other interdisciplinary courses, and all students will develop core competencies in the linguistic and social influences on culture, study the nature and importance of business ethics, and learn principles of communication skills appropriate for organizational and interpersonal settings. In addition, students will focus on a particular culture of interest by developing a specific foreign language competency.

Assessment tools will include testing in the core competencies reflected in the specific outcomes outlined above and the development of a practicum, in which these core competencies are employed in a real-world context.

Expected Standards of Performance

By participating in a carefully selected program of language, communication, philosophy, and other interdisciplinary courses, all students will come to understand linguistic and social influences on culture, develop and learn about a variety of intercultural communication competencies, study the nature and importance of business ethics, and learn principles of communication skills appropriate for organizational and interpersonal settings.

Section V: Finance

Statement of Financial Support

No new funding will be required as the new major's requirements will be met by the current faculty, using resources already available in a focused manner. Funding for the faculty is mainly through legislative appropriation and tuition.

Funding Sources

The program will be funded within existing budget and projected enrollment growth. Funding for the faculty is mainly through legislative appropriation and tuition.

Reallocation

The program takes advantage of courses already offered, both within the Department of Languages, Philosophy, and Speech Communication and within other units. As such, no reallocation of funds is anticipated.

Impact on Existing Budgets

The impact on the Department's existing budget will be minimal.

**Utah State University
Global Communication Major**

Financial Analysis Form for All R401 Documents

	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	20	45	60	70	80
Cost per FTE ¹	4,200	3,996	3,882	3,810	3,741
Student/Faculty Ratio ²	20	21	21	22	22
Projected Headcount	20	45	60	70	80

Projected Tuition					
Gross Tuition	140,560	328,910	456,089	553,388	657,741
Tuition to Program					

5 Year Budget Projection

	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages					
Benefits					
Total Personnel	N/A - All costs are currently covered in existing programs. There are no additional faculty or staff FTE, library, or other operational funds required.				
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense					

Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations	N/A - funded through existing resources				
Reallocation					
Tuition to Program					
Fees					
Total Revenue	0	0	0	0	0

Difference					
Revenue - Expenses	0	0	0	0	0

Comments

¹ Represents the 2009-10 E&G cost of UG instruction in the department of LPSC (Languages, Philosophy, and Speech Communication) divided by the 2009-10 AY UG student FTE in LPSC plus the projected enrollment noted. Source: 2010 Department Profiles.

² Represents the 2009-10 AY UG student FTE in the department of LPSC plus the projected enrollment noted divided by the 2009-10 AY E&G LPSC FTE faculty. Source: 2010 Department Profiles.

Appendix A: Program Curriculum

Requirement Area	Course Prefix, Number, and Title	Credit Hours
Core Courses	LANG/SPCH 2330 Communication in a Global Era	3
	SPCH 33330 Intercultural Communication Practicum (not yet a course)	3
	Sub-Total	9
Elective Courses	SPCH 2110 Interpersonal Communication; or SPCH 4200 Language, Thought and Action	3
	SPCH 3250 Organizational Communication; or SPCH 3500 Communication and Leadership; or SPCH 4250 Organizational Communication	3
	SPCH 3400 Persuasion; or SPCH 3600 Communication and Conflict; or SPCH 5300 Visual Communication	3
	PHIL 1120 Social Ethics; or PHIL 2400 Ethics; or PHIL 3520 Business Ethics	3
	Two Courses from the following: ANTH 3130 Peoples of Latin America ENGL 2210 Introduction to Folklore ENGL 3700 Regional Folklore ENGL 5700 Folk Narrative HIST 3240 Modern Europe HIST 3410 Modern Middle East HIST 3480 History of China HIST 3490 Survey of Japanese History HIST 3630 Modern Latin America HIST 4330 Modern Germany LANG 3550 Cultures of East Asia POLS 3100 Global Issues POLS 3230 Middle Eastern Government and Politics POLS 3250 Chinese Government Politics POLS 3270 Latin American Government and Politics POLS 4210 European Union Politics	6
	Sub-Total	18
	Arabic: ARBC 2020 Arabic Second Year II	

Language Track/Options (as applicable)	<p>ARBC 3030 Introduction to Islam ARBC 4040 Language and Culture of the Arab World</p> <p>Chinese: CHIN 3010 Chinese Third Year I or CHIN 3020 Chinese Third Year II; and CHIN 3510 Chinese Business Language; and CHIN 3100 Reading in Contemporary Chinese Culture or CHIN 3090 Introduction to Modern Chinese Literature and Film</p> <p>French: FREN 3090 Intermediate Grammar and Composition or FREN 4090 Advanced Grammar and Composition; and FREN 3510 Business French; and FREN 3550 French Civilization or FREN 3570 France Today</p> <p>German: GERM 3050 Advanced German Grammar; and GERM 3510 Business German; and GERM 3550 Cultural History of German Speaking Peoples</p> <p>Japanese: JAPN 3010 Japanese Third Year I or JAPN 3020 Japanese Third Year II; and JAPN 3510 Japanese for the Business Environment and JAPN 3100 Readings in Contemporary Japanese Culture</p> <p>Portuguese: PORT 3040 Advanced Portuguese Grammar and Composition; and PORT 3510 Business Portuguese; and PORT 3570 Brazilian Culture and Civilization or PORT 3630 Brazilian Literature</p> <p>Spanish: SPAN 3040 Advanced Spanish Grammar</p>	9
Continuation of Language Track/Options (as applicable)		

	and 3510 SPAN Business Spanish; and SPAN 3550 Spanish Culture and Civilization or SPAN 3570 Latin American Culture and Civilization Russian: RUSS 3040 Advanced Russian Grammar and Composition or RUSS 3050 Advanced Russian Grammar and Composition; and RUSS 3510 Business Russian; and RUSS 3300 Contemporary Russian Language and Culture or RUSS 3540 Russian Translation for Science, Business, and Culture	
	Sub-Total	9
	Total Number of Credits	36

New Courses to Be Added in the Next Five Years

The major will include a practicum, which is not yet on the books. The Department of Languages, Philosophy, and Speech Communication has recently hired a professor in Arabic. New classes from that program will most likely be added to the global communication major. Besides that, USU does not anticipate adding new courses to the curriculum in the next 5 years. However, if new faculty members can contribute to the program, the classes they teach might be considered as additions.

Appendix B: Program Schedule

Term	Suggested Schedule (Credits)
Fall-Sophomore Year	*LANG/SPCH 2330 (3)
Spring-Sophomore Year	*Ethics Requirement (PHIL 1120, 2400, or 3520)(3)
Fall-Junior Year	*SPCH 3330 (3) *3000 level Grammar Course (in Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish)(course numbers Vary by language)(3) *Communication Requirement (SPCH 2120 or SPCH 4200)(3)
Spring-Junior Year	*Language Specific Business Course (CHIN 3510, FREN 3510, GERM 3510, JAPN 3510, PORT 3510, RUSS 3510, or SPAN 3510) (3)
5700, HIST	*World Affairs Requirement (ANTH 3130, ENGL 2210, ENGL 3700, ENGL 3240, HIST 3410, HIST 3480, HIST 3630, HIST 4330, LANG 3550, POLS 3100, POLS 4210, POLS 3250, POLS 3270, or POLS 3230)(3)
4350)(3)	*Communication Requirement (SPCH 3250, SPCH 3500, or SPCH 4350)(3)
Fall-Senior Year	*Language/Culture Specific Requirement (A Culture, History, or Civilization course in Language of choice)(3)
5700, HIST	*World Affairs Requirement (ANTH 3130, ENGL 2210, ENGL 3700, ENGL 3240, HIST 3410, HIST 3480, HIST 3630, HIST 4330, LANG 3550, POLS 3100, POLS 4210, POLS 3250, POLS 3270, or POLS 3230)(3)
5300)(3)	*Communication Requirement (SPCH 3600, SPCH 3400, or SPCH 5300)(3)
Spring-Senior Year	*Practicum (3)

Notes:

At the beginning of their junior year, students in this major should at the third-year level in the language of their choice.

The 3000 Level Language Course, Language Specific Business Course, and Culture/History/Civilization Course must all be from the same language.

Appendix C: Faculty

Albirini, Abdulkafi, Assistant Professor, Arabic.

Brasileiro, Marcus, Assistant Professor, Portuguese.

Cordero, Maria, Associate Professor, Spanish.

De Jonge-Kannan, Karin, Senior Lecturer, Linguistics.

Dominguez, Javier, Assistant Professor, Spanish.

Gordon, Sarah, Associate Professor, French.

Guo, Li, Assistant Professor, Chinese.

Hall, Brad, Professor, Intercultural Communication.

Huenemann, Charlie, Professor, Philosophy.

Jones, Christa, Assistant Professor, French.

Kleiner, Harrison, Instructor, Philosophy.

Koybaeva, Taira, Associate Professor, Intercultural Communication.

Krogh, Kevin, Lecturer, Spanish.

Lackstrom, John, Professor, Spanish and Linguistics.

McGonagill, Doris, Assistant Professor, German.

Neely, Atsuko, Lecturer, Japanese.

Peebles, Jennifer, Associate Professor, Interpersonal Communication, Conflict.

Rego, Cacilda, Associate Professor, Portuguese.

Richter, David, Assistant Professor, Spanish.

Roggia, Aaron, Lecturer, Spanish and Linguistics.

Sanders, Matthew, Assistant Professor, Organizational Communication and Leadership

Seiter, John, Professor, Intercultural and Interpersonal Communication, Persuasion.

Senda-Cook, Samantha, Lecturer, Intercultural and Interpersonal Communication.

Sherlock, Richard, Professor, Philosophy.

Spicer-Escalante, JP, Associate Professor, Spanish.

Spicer-Escalante, Maria-Luisa, Associate Professor, Spanish and Linguistics.

Steinhoff, Gordon, Associate Professor, Philosophy.

Sung, Ko-Yin, Assistant Professor, Chinese.

Tweraser, Felix, Associate Professor, German.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University - Bachelor of Arts/Bachelor of Science Degree in General Studies

Issue

Southern Utah University (SUU) requests approval to offer Bachelor of Science and Bachelor of Arts degree programs in General Studies, effective Fall Semester 2011. This program was approved by the institutional Board of Trustees on March 16, 2011.

Background

Although Southern Utah University has Bachelor of Arts/Science in Interdisciplinary Studies degrees, which follows a prescribed curriculum, SUU desires to follow other institutions in the state by creating a more general degree, designed to accommodate a limited number of students whose educational pursuits would be better suited by a flexible, self-constructed degree option.

The proposed General Studies degree is designed to meet the educational objectives of independently minded, self directed learners seeking bachelor degree completion, allowing them to pursue, with appropriate faculty supervision, a structured, yet customized sequence of courses designed to meet their career objectives. The proposed degree is designed to be especially attractive to individuals who are not currently enrolled, but who have attained a significant number of credit hours, either from SUU or other institutions, and are seeking a program of study with flexibility to help them finish a bachelor's degree.

Before a student is accepted into this degree program, he/she will propose a program of study consistent with career or professional goals, which is reviewed and approved by the dean of the appropriate academic college or school, or his or her designee, in consultation with faculty from the college. All approved plans will be required to have academic rigor and integrity, be consistent with the broad undergraduate competencies of the academic area granting the degree, and be in harmony with the career or professional goals of the student.

Given the flexibility granted by the General Studies degree, it is expected that the rationale underlying the choice of General Studies as a major will vary widely from student to student. Some students, proactive in charting their unique career direction, will see General Studies as a way to pursue a career path not presently available in the University's array of baccalaureate options. Other students may find themselves

changing direction midway through their academic program (a business student who decides to prepare for medical school). For these students, a customized program may enable them to change directions, pursuing their new goal in a fairly direct manner, as opposed to starting at the beginning of a new major. In other cases, students with several years in the workforce will be returning to complete their degree, seeking to customize a program which fosters their present field of employment.

Policy Issues

The Chief Academic Officers raised questions regarding advising, data to support the number of prospective students, breadth and depth of the program and career options. SUU responded to all concerns in a revised proposal. Thus, all issues were addressed.

Commissioner's Recommendation

The Commissioner recommends the Regents review Southern Utah University's request for Bachelor of Science/Bachelor of Arts Degrees in General Studies and approve the request once all questions are addressed.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

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

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

July 6, 2011

Section I: The Request

Southern Utah University (SUU) requests approval to offer Bachelor of Science and Bachelor of Arts degree program in General Studies, effective in the Fall Semester of 2011. Although the University has a Bachelor of Arts/Science in Interdisciplinary Studies degree, which follows a prescribed curriculum, SUU desires to follow other institutions in the state by creating a more general degree option, designed to accommodate a limited number of students whose educational pursuits would be better suited by a flexible, self-constructed degree option.

Section II: Program Description

Purpose and Rationale

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

Before a student is accepted into this degree program, he/she will propose a program of study, consistent with their educational goals, which is reviewed and approved by a faculty advisor and the dean of the appropriate academic college or school, or his or her designee, in consultation with faculty from the college. All approved plans will be required to have academic rigor and integrity, be consistent with the broad undergraduate competencies of the academic area granting the degree, and be in harmony with the career or professional goals of the student.

Learning Goals and Outcomes

The primary goal of the General Studies program is to be a platform for scholarship designed to meet a student's unique educational objectives. Given the broad array of specified degree options available at SUU, it is expected that the vast majority of students will select one of the standard majors. The General Studies degree is designed to meet the needs of a small number of students seeking the opportunity to create a more customized program of study. Given the nature of this degree program, learning objectives for each student will be unique.

It is expected that graduates of this program will:

- Demonstrate an appropriate mastery of a body of knowledge and intellectual skill set typical of an individualized approach to educational inquiry.
- Synthesize knowledge from the discipline selected for their plan of study in order to solve problems.
- Demonstrate intellectual and practical skills, including inquiry and analysis skills, creative and critical thinking, problem solving, and effective communication.

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

Relationship to Other Multidisciplinary Degrees at Southern Utah University

Southern Utah University currently offers a Bachelor of Interdisciplinary Studies (BIS) degree. The BIS major requires students to integrate two or more specific disciplines into a customized program of study, which is then linked together by a common core of classes designed to help students synthesize and communicate the relevance of the integration. Specific numbers of credits are prescribed in each of the disciplines used for the program of study and course substitution is not allowed within the common core. The BIS degree is housed in University College and has a program administrator who approves proposed programs of study.

The proposed Bachelor of General Studies degree differs from the BIS in that it allows more flexibility overall, provides for course substitution, does not require a specific number of credits from any one discipline, and is structured based on individual departmental approval as opposed to a central academic program administrator.

Admission Requirements

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

- Be a student in good standing at Southern Utah University
- Have obtained at least 60 earned credits from an accredited higher education institution
- Must have a minimum cumulative SUU GPA of 2.0
- Departmental approval of proposed plan of study; each department represented in the program of study must provide written approval.

Academic Oversight and Student Advisement

The dean of University College will provide day-to-day administration and oversight of the degree program, with the SUU Deans' Council, comprised of the academic deans from each of the university's six colleges, functioning in an advisory capacity. The Deans' Council will assist the Dean of University College in setting policy for the General Studies program, and formally review the program on an annual basis to assess its effectiveness in meeting the needs of the target audience as well as the broader academic goals of the university.

Students opting for the General Studies degree will receive extensive academic advising and mentoring. Students accepted into the program will work closely with a faculty advisor who will lend expertise to help the student craft a coherent program of study that ultimately must be approved by the Dean of the college where a majority of credits will be taken. A dean's academic authority and acumen combined with the discipline expertise of the faculty advisor is needed to articulate and certify the coherence of the student's General Studies program of study.

The first point of contact will be the Academic and Career Advising Center (ACAC) where students will be provided general information for this degree program. Because academic advisors in the ACAC work largely with undeclared students, they are trained to look for patterns relative to earned course work and ask questions about student goals and interests. When the General Studies degree is mutually determined

to be the best fit for students, they will be directed toward a selected faculty advisor who will help the student build a coherent plan of study.

Because of the nature of the General Studies degree, it will be the faculty advisor who provides primary academic advising to help students craft a program that combines earned credit with existing SUU courses. A credible history of these kinds of advising relationships between faculty and students already exists at SUU. Through the current BIS degree program, students and faculty advisors have been working together to create individual programs of study for several years. Though there are distinct differences between the proposed BGS and current BIS, which have already been articulated in this proposal, the practice of student/faculty co-created programs of study is well established at SUU.

Intentionality of Student Learning

The design of a student's General Studies program must have meaning and purpose. To ensure this goal, students seeking such a degree will pass a rigorous admission-application process (See Appendix B) and receive comprehensive advising to ensure the BGS is the best fit for their educational interests. Students will finalize their plan of study under a faculty advisor's direction. The sequence of courses used for the program of study will be assessed by both the faculty advisor and an academic dean to insure the program matches with the intended outcomes of the degree as proposed by the student. Formative and summative evaluation processes, which involve a required capstone experience, will help to guide the development and outcomes of intentional learning.

Curricular Concentration and Coherence (See Appendix A)

The purpose of the General Studies degree is to allow students the ability to develop flexible programs of study within SUU's academic framework in order to meet their individual educational goals and SUU's universal graduation requirements. An academic emphasis, co-constructed between student and faculty advisor, and approved by an academic dean, must be thematically cohesive, which is to be articulated by the student in the application process. Broad inquiry across disciplines is highly encouraged. A common core of classes (presented below) provides cohesiveness within the program and directs intellectual inquiry. A required capstone experience will provide assessment of learning and student ability to synthesize perspectives across disciplines.

Intellectual Engagement

Faculty in the students' area of emphasis will be sought as needed for individualized consultations and, when appropriate, individualized reading and research classes. This would typically be accomplished through undergraduate research, internships, or other capstone experiences or courses.

Integration of Content and Learning Experiences

Reflective learning is fundamental to the General Studies degree. Among programs like the proposed General Studies degree are common courses designed to help students connect their designed curriculum from a variety of perspectives. As students design their individualized programs of study, the need for a set of core courses is necessary to provide consistency and coherence, and to stimulate intellectual inquiry. The proposed BGS degree will employ a common core of three classes (9 credits) that will provide identity for the program and aid student ability to synthesize and connect concepts within and across disciplines. Following is a brief description of each of the three courses that will make up the BGS core. The courses and instructional resources are already in place. It should be noted that, with academic dean approval, courses may be substituted with similar courses from existing SUU majors.

HONR 2010 Dialogue in the Disciplines (3 cr.)

Existing General Education course open to and appropriate for all students. This course would serve as the introductory course for the BGS major. The course provides a basic introduction to communication across disciplines and multiple perspectives of thought. This course may be taken before a student is formally admitted to the BGS program.

Prerequisite: none

UNIV 4010 Contemporary Issues (3 Cr.)

A team of three to four faculty members choose a contemporary issue or topic to explore over the course of a semester and approach it from their unique disciplinary perspectives. Students engage in writing projects and class discussions to stimulate deeper disciplinary thought as they explore a contemporary issue or topic over the course of a semester. A significant writing project is required.

Prerequisite: HONR 2010 and formal admittance to BGS program

UNIV 4020 Capstone Seminar (3 Cr.)

Students propose an independent study to fully integrate their unique plan of study and produce a significant synthesis project. Independent study will be facilitated under a faculty member's supervision who must be knowledgeable about the topic of the student's project. This course should be taken during a student's senior year. An approved capstone course in an existing major may substitute for this course.

Prerequisite: UNIV 4010 and senior standing

A student will typically enter the degree path with a mature academic record (60+ credits); the balance of the degree will require reflection on what has occurred and what will occur in preparing the student to enter a career field. Accurate and accessible advising is the lynch pin as the student will work with a faculty advisor in reflection, design, and targeted course completion.

Graduation Requirements

The degree requirements for General Studies include the following:

- 120 total credits
- Grade point average of 2.0 SUU cumulative GPA – in good standing at SUU
- 40 credits of upper-division courses (minimum of 21 from the BGS major)
- Completion of an approved capstone experience
- Completion of SUU's General Education Requirement
- Completion of Experiential Education Requirement
- Courses can be chosen from multiple disciplines but must constitute a coherent plan of study approved by a faculty advisor in a discipline where a majority of credits reside; approval of the Academic Dean over that discipline is also required (see Appendix B).

Comparison with Other General Studies Degrees around the Country

Degree programs in General Studies are offered at many universities around the country, including Utah Valley State University, Weber State University, Nevada State College, Emporia State University, Simon Fraser University, Oakland University, Murray State University, and Colorado Mountain College. Each program has a unique structure and requirements, designed to meet the institutional objectives and needs of the target student population. Among programs reviewed, the proposed Southern Utah University program most closely resembles programs offered at Utah Valley University and Utah State University, in that these degrees bridge academic disciplines and employ a rigorous scholarly approach.

Institutional Readiness

All components of the proposed General Studies program, including advising and curriculum, are already in place at Southern Utah University. There would be no need for any curriculum changes or budgetary adjustments.

Faculty

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

Staff

Administration of the General Studies Degree will utilize the existing advising and administrative structure housed within Southern Utah University's six academic colleges.

Library and Information Resources

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

External Review and Accreditation

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

Projected Enrollment

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

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15
	10	15	20	25	30

Section III: Need**Program Need**

This program is designed to meet the unique needs of a small number of students whose circumstances and/or educational and career objectives call for greater flexibility in the design of the academic program of study. As described above, SUU's traditional degree programs provide the most discipline-focused curriculum path and satisfy the needs of the vast majority of students. The proposed General Students degree will offer the broadest degree option, providing discipline focus at the college-level, for the independent, self-directed learner with a well articulated need for the skills obtained by pursuing this type of degree.

Audiences

Given the flexibility granted by the General Studies degree, it is expected that the rationale underlying the choice of General Studies as a major will vary widely from student to student. This degree program will be attractive to individuals who have earned a significant number of college credits and have several years in

the workforce, but who desire to return to college to complete a bachelor's degree. A customized program of study may better compliment their educational goals than a traditional SUU major. Some students, proactive in charting their unique career direction, will see General Studies as a way to pursue an educational path not presently available in the university's array of baccalaureate options. Other students may find themselves changing direction midway through their initial academic program and find it more advantageous to construct a unique program of study so as not to delay time to graduation. For these students, a customized program enables them to change directions and pursue new educational goals, as opposed to starting at the beginning of a new major. These are just a few examples of populations for which the General Studies Degree might prove attractive.

Value of the Degree to Graduates and Labor Market Demand

Southern Utah University recognizes the necessity to adequately prepare students for the global economy of the 21st century. The ability to demonstrate active learning, effective communication, critical thinking skills, global awareness, and engaged lifelong intellectual curiosity are foundational to SUU's academic mission. It is well documented that employers, graduate and professional schools value these characteristics and abilities in their employees and students. The General Studies program embraces these ideals as the philosophical core of the program, thus becoming intentional about instilling these attributes in students.

Student Demand

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

Similar Programs

Many institutions in the State offer similar degree programs. The University of Utah offers a Bachelor of University Studies, Utah Valley University offers both a Bachelor degree in Interdisciplinary Studies and Integrated Studies. Weber State University offers degrees in Integrated Studies as well. Common among these degree programs is the expectation that students build a personal degree plan by combining courses from multiple academic departments. As previously noted, Southern Utah University currently has its own Bachelor of Interdisciplinary degree program, which exists as a more formal, cohort based program. The proposed General Studies program at SUU is aligned with programs that allow students flexibility in the construction of their plan of study and approval is granted by individual academic departments and colleges instead of a centralized academic entity.

Collaboration with and Impact on Other USHE Institutions

Other programs from across the state-system of higher education were examined in order to inform program relevancy and design for the proposed General Studies program at SUU. Since this degree is not intended as a significant recruitment tool, but rather an alternative program of study, we do not envision any impact on other USHE institutions.

Benefits

The proposed General Studies degree program will establish a rigorous, broad, degree option for the self-directed student seeking an educational experience that is customized to meet their personal and professional goals. As with all higher education degrees, the General Studies degree will help meet the public demand for a learned population, or citizen scholars, which clearly supports USHE's plan that by the year 2020, 55% of Utah's workforce has a college degree.

Consistency with Institutional Mission

Students at Southern Utah University are expected to meet the challenges of rigorous programs of study. Unique educational offerings and dedicated faculty promote both critical and creative thinking and scholarly activity in a supportive learning environment. Students seeking the General Studies option participate in a personalized, integrative, and experiential learning environment designed to foster critical thinking, creativity, effective communication, and life-long intellectual curiosity. These themes and tenants are consistent with SUU's academic mission.

Section IV: Program and Student Assessment

Program Assessment

The program is designed to meet the educational objectives of independently minded, self directed learners seeking bachelor degree completion, allowing them to pursue a flexible, yet customized sequence of courses to meet their unique personal and career objectives.

Assessment of the program will be done in a number of ways:

- Senior-level capstone experience will provide a culminating point of synthesis and integration relative to the design of the BGS major.
- Exit interviews, conducted by University College, at the time of graduation
- Post-graduation *Job Report*, conducted by University College, tracks students up to a year after graduation
- Analysis of retention and time-to-graduation of program graduates
- Analysis of student's specific paths to this degree (e.g. how and why did they choose this option)
- Analysis of the academic profile (e.g., ACT, GPA) of students who choose the General Studies track
- The capstone experience (portfolio, internship, undergraduate research, etc.) by its very nature is a form of assessment

Expected Standards of Performance

Program objectives and assessment criteria have been set forth earlier in this document. As noted above, policy guidance and academic oversight for the General Studies program will be provided by the Dean of University College with advisory input from the SUU Deans' Council.. On an annual basis, the Deans' Council will meet with the University College Dean to evaluate the quality and progress of the program.

Section V: Finance

Budget

Because the existing curriculum and faculty are already in place for this general degree, there is no additional cost to the institution. Increased retention of students who find an academic home in General Studies might positively influence tuition revenues.

Appendix A

Bachelors of Arts/Science in General Studies

Bachelor of Science/Arts in General Studies (BGS)	
Course Number and Title	Credits
General Education Core (see Chapter 14)	
Core Course Requirement	17-18
Knowledge Areas Requirements	16
University Requirements	
Experiential Education Hours	3
UNIV 1010 Introduction to Experiential Education	1
UNIV 3925 EER Proposal	1
UNIV 4925 Synthesis and Reflection	1
Degree Requirements	
BA Degree – Foreign Language/ASL Requirement (16 hours or proficiency test)	
BS Degree – Math or Science minimum requirement (12 hours)	
General Studies Major Requirements	
Courses Selected for the BGS Major	54
<p>1. Courses used for the General Studies major must equal 54 credits and include HONR 2010, UNIV 4010 and UNIV 4020.</p> <p>2. Courses can be chosen from multiple disciplines but must constitute a coherent plan of study approved by the faculty member in the discipline where a majority of credits reside; approval of the Academic Dean over that discipline is also required.</p> <p>3. An approved capstone experience</p> <p>4. A minimum of 21 credits of upper-division course work is required in the major (40 total required for degree).</p> <p>5 Only classes with grades of "C-" or higher will be counted within the General Studies major;</p>	
General Electives	29-30
Total for Degree	120

Appendix B
Southern Utah University
General Studies Degree Application

Type the information and responses to questions on this form. **Please develop this proposal with a faculty advisor who has knowledge of and expertise in your academic areas of interest.** This form must be signed by you, your faculty advisor, and dean of the college where a majority of courses reside. A professional academic advisor may of assistance in helping you identify an appropriate faculty advisor.

Name: _____ A#: _____

Local Address: _____
Street City State Zip

Phone: _____ E-mail: _____

Semester and year you intend to graduate: _____

College of emphasis: _____

1. Interest: Explain why you are interested in the General Studies Degree. Please indicate clearly why existing majors on campus will not help you meet your educational goals. Note that you must demonstrate that you explored other majors before you will be admitted to this one.
2. What are your post-baccalaureate goals?
3. Describe your plan of study and how it relates to your goals.
- 4.. List the courses that constitute your program of study.
5. Briefly describe the capstone experience you will utilize to satisfy the BGS degree requirements:

Student Signature _____

Date _____

Faculty Advisor Signature

Date _____

Academic Dean's Signature

Date _____

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University – Minor in Women and Gender Studies

Issue

Southern Utah University requests approval of a Women and Gender Studies Minor, effective Spring 2012. This program has been approved by the institutional Board of Trustees on March 16, 2011.

Background

Southern Utah University proposes the establishment of a 21-credit interdisciplinary Minor in Women and Gender Studies (WGS) involving the departments of Sociology, Anthropology, Psychology, English, History, Communications, and Political Science. This program will be housed in the Department of History and Sociology and will offer three core courses—Introduction to Women and Gender Studies, Research in Women/ Gender Studies, and a Women/Gender Studies Internship. In addition, the program will be comprised of a diverse range of cross-listed courses from other departments in the College of Humanities and Social Sciences. The content of elective classes should exhibit explicit and implicit connections to women and gender in at least 50 percent of the curriculum as determined by a faculty advisory board. Students will follow one of two tracks in the program—Global Engagement or Social Dynamics. The Minor in Women and Gender Studies will be directed by the chair of the Department of History and Sociology with two faculty coordinators—one for each track—from the interdisciplinary departments.

Students will have the chance to follow one of two tracks—Global Engagement or Social Dynamics—which correspond with the global engagement and service learning tracks at SUU as well as with the core values of involvement and personal growth, and community and social responsibility.

Policy Issues

Questions were raised about the perceived lack of faculty to teach philosophy, the need for an administrator who would oversee the program's growth and development, and a lack of differentiation between Global Engagement and Social Dynamics. SUU explained that it had hired a philosophy faculty, will add such an administrator as the program grows, and clarified the difference between its two tracks: Global Engagement (international perspectives) and Social Dynamics (local and national contexts). The CAOs support the proposed program stating that there is need for this program in the southern part of the state.

Commissioner's Recommendation

The Commissioner recommends the request by Southern Utah University to offer a Minor in Women and Gender Studies be reviewed by the Regents and approved.

William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Minor in Women and Gender Studies

Southern Utah University

Prepared for
William A. Sederburg
by
Phyllis C. Safman

July 6, 2011

Section I: The Request

Southern Utah University requests approval of a Women and Gender Studies Minor effective Spring 2012. This program has been approved by the institutional Board of Trustees on March 16, 2011.

Section II: Program Description

Program Description

The 21-credit interdisciplinary minor in Women and Gender Studies (WGS) involves Sociology, Anthropology, Psychology, English, History, Communications, and Political Science to explore interactions of feminism and gender in culture, race, history, and society. This program will offer three core courses—Introduction to Women and Gender Studies, Research in Women/Gender Studies, and Women/Gender Studies Internship. In addition the program will include a diverse range of cross-listed courses in the above disciplines and thus will formalize a connection between existing courses that have been a long-standing part of SUU's curriculum. The courses will offer instruction on theory and analysis, research, and experiential learning.

Students will have the chance to follow one of two tracks—Global Engagement or Social Dynamics—which correspond with the global engagement and service learning tracks at SUU as well as the core values of involvement and personal growth and community and social responsibility. In addition, the capstone internship of the minor will involve a regional scholarly conference hosted by SUU during Women's Week in which students will present peer-reviewed papers with professionals from the region, enhancing experiential learning opportunities. The capstone internship will also provide opportunities for students to work with community centers in the region, engage in a study abroad program, or complete this internship at an agency in another country or state.

The minor will begin with WGS 2010 Introduction to Women and Gender Studies to be taught in Spring, 2012. Students will then take WGS 3010, Research in Women/Gender Studies during the subsequent fall. Students will design their minor based on two tracks: Global Engagement or Social Dynamics. They will select four courses from a list of interdisciplinary classes—two lower-division and two upper-division. At the conclusion of these courses and the required course, they will take WGS 4010, Women/Gender Studies Internship. This internship gives students the opportunity to create a capstone project that synthesizes concepts of their chosen track.

The Minor in Women and Gender Studies will be directed by the chair of History and Sociology with two faculty coordinators—one for each track—from the interdisciplinary departments. The content of elective classes should exhibit explicit and implicit connections to women and gender in at least 50 percent of the curriculum as determined by a faculty advisory board.

Purpose of Degree

Southern Utah University has a long history of increasing awareness regarding women and gender issues. The establishment of the Women and Families Center has given students the opportunity to explore these issues through programs and events such as Take Back the Night, Body Awareness Week, literary readings, and guest speakers. However, students have requested that SUU also offer a program that will approach such issues from a perspective involving research, analysis, synthesis, and dissemination. This program will provide that perspective through an introductory course, a research methodology class, cross-listed electives and an internship.

The Women and Gender Studies program is an inherent component of SUU's Academic Roadmap in terms of "increasing the number of valuable majors and minors," creating an "Experiential Education Requirement" and creating "Learning Communities to engage students in curricular and extra-curricular activities." To quote a letter of support from Donna Eddleman, Vice President for Student Services, "Opportunities for dialogue around the topics that make up such a curriculum are important on every campus and I am encouraged and excited that SUU will join the ranks of the many institutions that offer such an opportunity."

Southern Utah University currently offers a class in connection to Women's Week that addresses a different theme each year pertaining to women and gender concerns. Past themes have been "Bridging the Gap between Local and Global" and "Gender at the Crossroads." This class has been gaining in popularity. Enrollment over the past four years has increased from 4 in 2008 to 79 in 2011. The University also has a long standing tradition of offering courses in this field. "Introduction to the Psychology of Gender," "Men, Women, & Society in Global Perspectives," and "Politics and Gender" are just a few. In Fall 2010 UNIV 1000 offered a course titled Contemporary Feminist Thought that was well received. One UNIV 1000 Contemporary Feminist Thought student was able to transfer much of the material she learned and developed in this UNIV 1000 course to a successful abstract submission to the "Education Without Borders 2011 International Conference." This student project coincides well with SUU's current and established programs focusing on women and gender. It also supports undergraduate research and the Academic Roadmap. A minor will formalize the connection between these courses and build on the themes offered by Women's Week.

Institutional Readiness

The College of Humanities and Social Sciences and the Center for Women and Families provide administrative structures for supporting the Women and Gender Studies minor. The minor's electives are all established in the departments of History and Sociology, English, Psychology, Political Science, and Communication. SUU has offered a one-credit hour course through Women's Week that has had steady enrollment for the past 20 years. The Center for Women and Families has helped organize the Women's Week events and coinciding class and will provide recruitment for the minor. The minor will be housed in the Department of History and Sociology. Two faculty coordinators will be designated from the interdisciplinary departments as advisors for the Global Engagement and Social Dynamics tracks respectively. There also will be an advisory board of faculty and staff to oversee the development of new courses and the peer-reviewed regional women's conference. Because this program is based on a coordination of already existing courses, it will have minimal impact on delivery of undergraduate education. As the minor grows, there is the possibility of adding sections to classes that currently have full enrollment and of increasing the frequency of some courses.

Faculty

There will not be the need for additional faculty for this program. The courses are being taught by current faculty.

Staff

There will be no need for additional staff to support the program. The current HSS advisor is well-qualified to advise students in this minor. The Department of History and Sociology as well as the Center for Women and Families can provide administrative, secretarial, and clerical support.

Library and Information Resources

The library has sufficient resources for this minor and access to other resources through interlibrary loan.

The Gerald R. Sherratt Library has 149 titles with the subject of "Gender," varying from science and biology, sociology and psychology. "Gender Identity" results in 80 records. "Women's Studies" results in 45 hits, and "Feminist Theory" has 105 records in our catalog. Some of these items are found in the Media and Curriculum Collection.

SocINDEX with Full Text is the world's most comprehensive and highest quality sociology research database. The database features more than 2,066,400 records with subject headings from a 19,750+ term sociological thesaurus designed by subject experts and expert lexicographers.

Online journals are readily available in all areas of Women and Gender Studies.

Admission Requirements

Students must meet SUU admission criteria and earn at least a C in all courses counting towards the Minor in Women and Gender Studies.

Student Advisement

Academic advising for students who have declared the Minor in Women and Gender Studies will be the responsibility of the Humanities and Social Science advisor who advises for Sociology at SUU.

Justification for Graduation Standards and Number of Credits

In order to successfully complete the Women and Gender Studies minor, students must take and pass (with a C or higher in each required course) 21 credits in the Women and Gender Studies minor. The number of credit hours and the GPA requirements are consistent with existent minor degrees in the SUU College of Humanities and Social Sciences, which range from 18-24 credits.

External Review and Accreditation

The planning committee has consulted the Women and Gender Studies minor with Manisha Desai, the director of Women's Studies at the University of Connecticut. From this consultation and the review of programs at Emory University and the University of California-Riverside, the committee chose to develop a Minor in Women and Gender Studies (rather than only Women Studies) and designed a two-track program based in the themes of Global Engagement and Social Dynamics. The committee also has consulted with Dr. Ann Austin, director of the Women and Gender Studies program at Utah State University. She was highly supportive of the SUU program and was particularly impressed with the inclusion of the class in feminist research and methodology. She also was impressed with how the program is divided into the two tracks of Global Engagement and Social Dynamics.

In addition, the committee consulted with Dr. Gerda Saunders, Associate Director of the Gender Studies program at the University of Utah. She commented that the strength of such a program is the interdisciplinary education it offers students. Exposure to a wide variety of disciplines through the electives, such as English, Sociology, Political Science, or History leads students to become interested in one discipline for their research project and potential graduate or professional studies. The background in Women and Gender Studies enhances their perspective of that discipline.

The program also has been reviewed by Dr. Christine E. Bose (Professor of Stratification and Gender Studies and former chair of Department of Women's Studies), University at Albany, SUNY. She suggests that, as the minor grows, the committee add more courses pertaining to Women and Gender Studies. The program is currently being reviewed by the following consultants: Dr. Josephine Beoku-Betts (Interim Director, Women's Studies and Sociology, Florida Atlantic University; and Dr. Nancy A. Naples (Interim

Director, Women's Studies Program), University of Connecticut.

As with all Humanities and Social Science programs at SUU, the Minor in Women and Gender Studies will be subject to an institutional review process every five years. As a Carnegie Community Engaged campus SUU intends to use the available resources to further develop the field of women and gender studies through the Service Learning Center and Global Engagement Center as the minor progresses over time.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	20	1.75	11	n/a
2	25	1.75	14	n/a
3	30	1.75	17	n/a
4	35	1.75	20	n/a
5	40	1.75	22	n/a

Formula for table: 1.75 FTE faculty based on 7 faculty teaching at a .25 FTE course

Expansion of Existing Program

This program is a new minor; however, it will build on the long-standing course offered through Women's Week.

Section III: Need

Program Need

Southern Utah University has a long history of increasing awareness regarding women and gender issues. The establishment of the Women and Families Center has given students the opportunity to explore these issues through programs and events such as Take Back the Night, Body Awareness Week, literary readings, and guest speakers. However, students have been requesting a program pertaining to women and gender studies that would build on events offered through the Center for Women and Families and on courses offered through Women's Week. The Women's Week enrollment has been steadily increasing--the number for spring 2011 is 79 and climbing. This number demonstrates an increased need for and a stable interest in a program that can expand current offerings and coordinate the existent popular courses that pertain to Women and Gender Studies.

Women's and gender issues have become an essential component of the Humanities and Social Sciences. It is important that SUU students have access to learning about women's and gender issues from multidisciplinary perspectives. This minor will approach such issues from a perspective involving research, analysis, synthesis, and dissemination through an introductory course, a research methodology class, cross-listed electives and an internship.

SUU is one of the few four-year state institutions that does not offer such a program. Its rural location makes necessary programs that can expand students' local and global awareness, which this program is designed to do.

Market Demand

By providing students a solid understanding of women and gender issues from different perspectives, the

Women and Gender Studies minor program will prepare students for careers in such diverse fields as non-profit organizations, international organizations, social work, law, government, academia, education, arts and literature, journalism, and other areas that deal with women's and gender issues, needs, and concerns.

The following quote from the University of Utah's Gender Studies program website specifies the career possibilities for graduates with this minor: "Our graduates work in various fields, including human services, law, social work, non-profit organizations, private business, the arts, health professions, and education. Those who pursue graduate degrees study in many disciplines, including English, Political Science, Social Work, Medicine, Sociology, Educational Administration, Law, Fine Arts, Anthropology, and Communication" (http://www.genderstudies.utah.edu/about/index.cfm?content_id=1).

The Gender and Women Studies National Job Listing Website contains links to several of the above career opportunities as well as links to listings to academic job postings (<http://womenstudies.wisc.edu/careers.htm>).

At SUU, the internships offered by the Center for Women and Families will allow students to be a proactive force in the community by working with the Southern Utah Mobile Crisis Center, the Canyon Creek Women's Crisis Center, the Family Support Center, and the Children's Justice Center. These organizations have expressed support for this minor. The WGS internship is designed so that students can also work with an agency in another state, giving them a competitive edge when they graduate.

Included are statements that pertain to the market demand of this minor from letters of support which are available upon request. The following is from Georgia Beth Thompson, a member of the Cedar City Council. "As I now serve in a more civic oriented post, I continue to see both men and women with a desire to understand gender issues and observe directly the continued rise of women into the political arena—both as individuals who serve on various committees and as women who run for and are elected to public office." In addition, Kurt Harris, Director of Global Engagement at Southern Utah University, states, "Students combining a minor in Women and Gender Studies (WGS) with a major in any discipline will undoubtedly be able to produce stronger job and graduate school applications than those students lacking the minor. The WGS minor gives students not only a valuable knowledge base but also the opportunity to think critically about family relations, cultural interactions, and political structures. Such study will enhance students' personal and professional lives in many unforeseeable ways."

In order for students to be competitive in graduate school, they need to be aware of contemporary theory and research methods. The Women Studies minor program focuses on global engagement and social dynamics (race, class, gender, nationality, citizenship status); the approach enables students to critically engage and examine global and social issues. This minor will also complement other programs in the Humanities and Social Sciences such as Sociology, English, Communication, Psychology, and Political Science. As was mentioned above, the exposure to a wide variety of disciplines through the minor leads students to become interested in one discipline for potential graduate or professional studies. The background in Women and Gender studies enhances their perspective of that discipline. Southern Utah University is one of the few four-year institutions in the state not offering a program in either women or gender studies. This program will benefit not only the local community but the southern Utah region as well through the internships

Student Demand

The impetus for a Women and Gender Studies program at SUU started over 20 years ago through the Women's Resource Committee and evolved into the student-generated Center for Women and Families. For the past several years, students have been requesting a program pertaining to women and gender studies that would build on events offered through the Center for Women and Families and on courses offered through Women's Week. Women's Week is an event of guest lectures and workshops pertaining to women and gender studies. Enrollment in the class offered through Women's Week has increased dramatically from 4 in 2008 to 79 in 2009. The Women's Week enrollment for Spring 2011 is 79 and climbing. These numbers demonstrate an increased need for and a stable interest in a program that can expand offerings in Women and Gender Studies and coordinate the existent popular courses that pertain to this discipline. The director of the Center for Women and Families estimates that approximately 25 students would be interested in the minor.

A committee of faculty, staff, and students will actively recruit for the minor during Women's Week 2011. The inclusion of the minor on the SUU Academic Roadmap template demonstrates the administration's commitment to this program. The Center for Women and Families did a petition in Spring of 2010. Also, students wrote comments in support of this program in their 2010 Women's Week response papers. Both of these documents are available upon request.

Similar Programs Already Offered in USHE

Weber State University offers an interdisciplinary minor in Women Studies and Utah Valley does the same in Gender Studies. Utah State University has a Women and Gender program that offers both a certificate and a minor. The University of Utah's Gender Studies program offers both a major and a minor in that field.

The Southern Utah University program, while following the discipline's long-standing emphasis on interdisciplinary coursework and scholarship, offers a distinct educational opportunity in three ways. First of all and perhaps most importantly, because all the other similar programs in the state are clustered in the north, SUU will provide geographic diversity with its new minor. Since a minor is designed to augment a major, the new program would aid students, who realize the value of a WGS program, and provide an option of supplementing their course of studies without the necessity of moving.

In addition, SUU's minor builds on the interdisciplinary approach that state programs take by giving students in Utah the unique option of organizing their minor electives by pursuing one of the two tracks mentioned above--Global Engagement and Social Dynamics. This organized approach will give students the choice of pursuing a particular study or research interest in depth. Since these themes correspond to the global and service learning tracks at SUU, the program offers an integration that is not only practical, but also allows students to see their minor in terms of their larger academic goals.

Finally, the SUU's program's requirement for a capstone internship, and its promotion of undergraduate research by the WGS 3010 requirement that students submit a presentation proposal to a peer-reviewed conference, is designed to help students pursue experiential learning in both practical and academic senses.

Otherwise, the program has been designed to follow disciplinary norms common not only in Utah, but in other national programs. The following table shows the proportion of core to elective classes for a selection of other minor programs at state institutions:

Institution	Core classes required	Electives required	Total minor requirements
SUU	3—2010, 3010, 4010 (9 credit hours)	12 hours	21 credit hours
U of U	4 core classes drawn from drawn from a set of four clusters (12 hours)	9 hours from three clusters	21 credit hours
USU	1—1010 (the introductory class)	15 hours from a list of electives	18 credit hours
U Valley	3 core classes (9 hours)	9 hours from a list of electives	18 credit hours
Weber	4 core classes (12 hours)	8 hours from a list of electives	20 credit hours

Collaboration with and Impact on Other USHE Institutions

The planning committee has consulted with directors of similar programs at Utah State University and the University of Utah. Dr. Ann Austin, director at Utah State University, has expressed interest in collaborating with the SUU program by sharing speakers and by presenting at the SUU scholarly women's conference. The SUU women's conference has potential to be a very strong regional conference with representatives from each of the institutions. Their involvement will expand the pool of national speakers. Dr. Austin also suggested televising this conference to reach women in rural areas. She was very supportive of SUU's Women and Gender Studies minor and stated that its existence will have a positive impact for future collaborations that would strengthen both programs. She was encouraging of a long-term collaboration in which SUU and USU could offer online courses to students enrolled in both programs such as Women in the Performing Arts through SUU and Women and the Science of Agriculture through USU.

Dr. Gerda Saunders of the University of Utah was also very open to the possibility of collaborating on a regional scholarly women's conference hosted by Southern Utah University.

The primary community outreach internships in Cedar City will pertain to organizations that provide social services. For this reason, the coordinator for the University of Utah Distance Education Master's of Social Work program, which is housed at SUU, has offered consultative services regarding those internships.

The rural location of Southern Utah University makes it unlikely that its program will compete with other programs in Utah in any substantial way. Rather, this program will be an asset to those of other institutions through the implementation of the scholarly peer-reviewed Women's Week conference. The SUU conference will feature a regional keynote speaker from one of the other institutions in addition to a national/international keynote speaker.

Benefits

Southern Utah University will benefit from this program by giving students a competitive edge in graduate school and in the work force. This program will broaden students' local and global education in terms of women and gender studies. It will codify a series of courses that already address these issues into a formalized program. It will also strengthen the programs offered by the Center for Women and Families and be a support to a variety of student organizations on campus including the Gay, Lesbian, Bi-Sexual Transgendered Club and the Fems Club. The Women and Gender minor will develop critical thinking, writing, and research skills. It will prepare students for professional presentations through the internship. There is also the possibility of pursuing an MOA (Memorandum of Agreement) with the Canyon Creek Women's Crisis Center which will strengthen ties between SUU and community agencies.

The USHE will benefit by developing a program in a rural area that has been a fixture at other Utah four-year institutions. Southern Utah University's remote location necessitates programs that will connect students both locally and globally with a broader sense of history, society, and culture. By including a feminist perspective in terms of education, research, and experiential learning, Southern Utah University strengthens the Utah System of Higher Education by creating a bridge between other programs in the state, symbolically minimizing the geographical distance. The networks established between programs will benefit faculty and students from all involved institutions.

Consistency with Institution Mission

This program fits with Southern Utah University's mission in all three core values. In terms of academic excellence it will broaden students' understanding of women and gender studies by formalizing a connection between existent courses that have been a long-standing part of SUU's curriculum. Students pursuing the interdisciplinary Women and Gender Studies minor will have the chance to follow one of two themes—Global Engagement and Social Dynamics—each of which corresponds with the global engagement and service learning tracks at SUU as well as with the core values of involvement and personal growth and community and social responsibility. In addition, the capstone internship of the minor will involve a regional scholarly conference hosted by SUU during Women's Week in which students will present peer-reviewed papers with professionals from the region, enhancing experiential learning opportunities at SUU. The capstone internship will also provide opportunities for students to work with community centers, engage in a study abroad program, or work at an agency in another country or state. Such an internship supports enrollment and recruitment.

Section IV: Program and Student Assessment

Program Assessment

Program goals and assessment for the Women and Gender Studies minor are exhibited in the following table:

Program Goals for WGS Minor	Methods of Assessment
Develop Women's Week into a regional scholarly conference on Women and Gender Studies	Conference evaluation by participants and review of the feasibility and sustainability of conference
Expand community outreach programs between the Center for Women and Families and community organizations through internships	Quantity review of number of programs and review of quality and effectiveness of internship by community partners, faculty, and students
Create a diverse group of students	Annual assessment of student demographics
Expand Global Studies courses that pertain to Women and Gender	Quantity review of number of courses and quality review through student and faculty evaluations.

The program also will be assessed through student evaluations of the required and elective courses, exit interviews of seniors graduating in the minor, and evaluations of internships and post-graduation surveys to track employment. There will also be an internal review of the program to be conducted by an external auditor every three years to assess quality, effectiveness, growth and sustainability.

Expected Standards of Performance

The standards for students completing the Women and Gender Studies minor are listed in the following table:

Learning Outcome	Activity	Assessment	Standard
Understand the theory and history of feminist and gender studies	Core and elective courses in feminist theory	Exams, Response Papers	Receive a grade no lower than a C
Apply those theories to real-world contexts	Internship	Execution of project Capstone paper	Receive a passing grade
Conduct primary research in women and gender studies	Core course in feminist research methods	Research Paper	Prepare a paper that is ready for peer-reviewed submission
Demonstrate an understanding of local and global influences on women and gender issues	Internships/ Study abroad courses	Execution of project Capstone paper	Receive a grade no lower than a C or a passing grade if it is an internship

Section V: Finance

Five Year Budget Plan:

Area	2011-12	2012-13	2013-14	2014-15	2015-16
REVENUE					
Projected FTE Enrollment (All Courses listed in App A) Factored @ 3% ^	80.00	82.4	84.87	87.42	90.04
Cost Per FTE	\$1,775	\$1,781	\$1,787	\$1,787	\$1,787
Student/Faculty FTE Ratio in classes (1.75 Net FTE Faculty)	46	47	48	50	51
Projected Headcount (Minor)	20	25	30	35	40
Projected Tuition					
Gross Tuition (projected - based on FTE enrollments and 6% ^ per year)	\$409,120	\$446,677	\$487,682	\$532,451	\$581,330
Tuition to Program (Tuition dollars are NOT allocated to a program)	\$0	\$0	\$0	\$0	\$0
EXPENSES	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty Salaries (Avg across 7 faculty at .25 load each, 3% increase in salary)	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
Benefits (% of 1.75 FTE)	\$42,000	\$43,260	\$44,558	\$45,895	\$47,271
Adjuncts	\$0	\$0	\$0	\$0	\$0
Overloads	\$0	\$525	\$1,050	\$1,050	\$1,050
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	\$142,000	\$146,785	\$151,698	\$156,217	\$160,872
REVENUE					
Legislative Appropriation	\$0	\$0	\$0	\$0	\$0
Grants & Contracts	\$0	\$0	\$0	\$0	\$0
Donations	\$0	\$0	\$0	\$0	\$0
Reallocation	\$142,000	\$146,785	\$151,698	\$156,217	\$160,872
Tuition to Program	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$142,000	\$146,785	\$151,698	\$156,217	\$160,872
Difference (Net)	\$ -	\$ -	\$ -	\$ -	\$ -

Funding Sources

No new funding is required to establish the minor. Existing faculty and courses are being used to support the program. The new course offerings with the WGS prefix will be taught on load.

Reallocation

New WGS courses to be offered will be taught on load (WGS 2010, 3010, and 4010) over a two year period. One section of Introduction to Sociology will be re-assigned to the normal workload of another faculty member each semester in the History and Sociology Department thus freeing up time for the faculty member to teach the WGS classes.

Impact on Existing Budgets

Depending on the number of students enrolled in WGS 4010 – Internships, a modest amount of overload budget support will be needed to cover additional workload. This expense projection is shown under overloads in year two through five. The amount increases in years three through five as the class reaches its enrollment goal of 10 per semester.

Appendix A: Program Curriculum
Women and Gender Studies Minor: 21 Credits

The Women and Gender Studies		
Minor		
Required Courses		
WGS 2010	Introduction to Women/Gender Studies	9
WGS 3010	Research in Women/Gender Studies	
WGS 4010	Women/Gender Studies Internship	
Global Engagement (Track 1) <i>Choose <u>two</u> lower division and <u>two</u> upper division of the following:</i> ANTH 1010 Cultural Anthropology (3) ENGL 2600 Intro. to Critical Theory (3) SOC 2730 Men, Women & Society in Global Perspectives (3) ANTH 3100 The Anthropology of Sex & Gender (3) ANTH 3200 Food and Culture (3) *ENGL 4110 The History of Poetics: Poetry as Witness (3) *ENGL 4310 Victorian Women Authors (3) SOC 4500 Global Issues in Sociology (3) ENGL 4600 Women in Ancient, Medieval, Early Modern Europe (3)		12
Social Dynamics (Track 2) <i>Choose <u>two</u> lower division and <u>two</u> upper division of the following:</i> ANTH 1010 Cultural Anthropology (3) HSS 1120 Intro to Diversity (3) COMM 2110 Interpersonal Communication (3) PSY 2370 Intro to Psychology of Gender (3) SOC 2600 Marriage and Family (3) POLS 3500 Politics and Gender (3) * COMM 4600 Communication and Popular Culture (3) - HIST 4760 Gender in America, 1607-1865 (3)		12
Notes:		
Asterisks (*) indicate course numbers that have variable topics.		
Pre-requisites will be waived for this minor.		
Bold print indicates courses that are General Education courses.		
Other courses may be substituted; students should meet with the appropriate faculty, chairs, and/or deans to seek approval for a substitute course.		
No grade below a C will be accepted toward the minor.		
Total Credits		21

New Courses To Be Added in the Next Five Years

The following is a list of new courses that will be added for the minor's core:

WGS 2010 Introduction to Women/Gender Studies

WGS 3010 Research in Women/Gender Studies

WGS 4010 Women/Gender Studies Internship

The following is a list of elective courses that will be implemented within the year:

ANTH 3100 The Anthropology of Sex and Gender

SOC 3110 Gender and Work

The following is a list of courses that will be considered in the next five years:

- Women and Gender in Performing Arts
- Race, Class, Gender, and Sexuality in Popular Culture
- Gender and Religion in Different Societies
- Gender, Science, and Education

Appendix B: Program Schedule

Option 1, Example

Course Prefix & Number	Title	Credit Hours
2nd semester, Year 1		
WGS 2010	Introduction to Women and Gender Studies	3
1st semester, Year 2		
WGS 3010	Research in Women and Gender Studies	3
PSY 2370	Introduction to Psychology of Gender	3
2nd semester, Year 2		
SOC 2600	Marriage and Family	3
COMM 4600	Communication and Popular Culture	3
1st semester, Year 3		
HIST 4670	Gender in America, 1607-1865	3
2nd semester, Year 3		
WGS 4010	Women and Gender Internship	3
	Total Number of Credits	21

Option 2, Example

Course Prefix & Number	Title	Credit Hours
2nd semester, Year 1		
WGS 2010	Introduction to Women and Gender Studies	3
HSS 1010	Introduction to Diversity	3
1st semester, Year 2		
WGS 3010	Research in Women and Gender Studies	3
PSY 2370	Introduction to Psychology of Gender	3
2nd semester, Year 2		
HIST 4670	Gender in America, 1607-1865	3
COMM 4600	Communication and Popular Culture	3
1st semester, Year 3		
WGS 4010	Women and Gender Internship	3
	Total Number of Credits	21

Appendix C: Faculty

SUU employs seven Ph.D. faculty members who currently offer courses that will be included in the minor:

- Assistant Professor of Humanities: **Kholoud Al-Qubbaj**, Ed.D. in Curriculum and Instruction, New Mexico State University (2003); MA in Education, New Mexico State University (1994); BA in English, An Najah N. University (1992), HSS 1122 Introduction to Diversity.
- Professor of History: **Curtis Bostick**, Ph.D. in Late Medieval, Renaissance and Reformation Studies, University of Arizona, Tucson (1993); MA in History, Auburn University, Auburn (1984); BA in Religion, Wayland Baptist University, Plainview (1978), HIST 4600 Women in Ancient, Medieval, Early Modern Europe.
- Assistant Professor of Anthropology: **Emily M. Dean**, Ph.D. in Anthropology, University of California, Berkeley (2005); MA in Anthropology, University of California, Berkeley (1995); BA in English and Anthropology, University of Oregon, Robert D. Clark Honor's College (1993). ANTH 3100: The Anthropology of Sex and Gender.
- Associate Professor of English: **Danielle Beazer Dubrasky**, PhD in English and Creative Writing, University of Utah (2001), MA in English, Stanford University (1989), BA in English, Brigham Young University (1985), ENGL 4110 The History of Poetics: Poetry as Witness.
- Assistant Professor of Sociology: **Shobha Hamal Gurung** Ph.D. in Sociology, Northeastern University, Boston (2003); MA in Sociology, Northeastern University, Boston (1994); SOC 2370 Men Women and Society in Global Perspectives.
- Assistant Professor of Political Science: **John Howell** PhD in Political Science, Louisiana State University (2000); MPA in Public Policy, University of Texas at Austin (1990); B.S. in Public Administration, Louisiana College (1983), POLS 3500 Politics and Gender.
- Associate Professor of English: **Julie Simon** Ph.D. in English--Rhetoric and Professional Communication with a Women's Studies minor, New Mexico State University (2002); MS in Theory of Writing, Utah State University (1989); BS in Journalism and Political Science, University of North Dakota (1976). WGS 3010--Research in Gender and Women's Studies.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College - Associate of Applied Science Degree in Mortuary Science

Issue

Officials at Salt Lake Community College (SLCC) request approval to offer an Associate of Applied Science Degree in Mortuary Science, effective Spring Semester, 2012. This program has been approved by the institutional Board of Trustees on April 6, 2011. The proposed program was approved at the Regent's Program Review Committee on June 8, 2011 with the recommendation to move forward to the full board.

Background

The proposed SLCC Mortuary Science program is designed to give students the fundamental knowledge and skills needed to acquire entry-level positions in the funeral service profession. Currently, students interested in the profession must go out-of-state to obtain this degree and view this as huge barrier to overcome. Since 2006, the College has actively engaged several members of the Utah Funeral Directors Association and the Program Advisory Committee for advice on the creation of a program to serve the needs of the community and surrounding states. The association and its members are highly supportive and engaged in this process. There is great interest by current and future industry professionals to have a program in Utah.

Based upon the Utah Department of Workforce Services, 168 job openings will be created on the Wasatch Front over the next nine years with median hourly earnings of \$20.98. Nationally, a 12% increase is expected from 2008-2018 with a median annual wage between \$38,980 to \$ 69,680; and the outlook is particularly positive for funeral home directors who also embalm (Bureau of Labor, 2011). Utah requires funeral home directors to be licensed embalmers. The proposed Mortuary Science program is designed to prepare students with these competencies so that graduates will be ready to be licensed as funeral directors and embalmers.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, given input, and are supportive of Salt Lake Community College offering this degree.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to offer an Associate of Applied Science Degree in Mortuary Science, effective Spring Semester, 2012.

William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee

Action Item

Associate of Applied Science in Mortuary Science

Salt Lake Community College

Prepared for
William A. Sederburg
By
Gary Wixom

July 6, 2011

Section I: The Request

Salt Lake Community College requests approval to offer Mortuary Science Associate of Applied Science Degree effective Spring Semester 2012. The institutional Board of Trustees approved this program on April 6, 2011.

Section II: Program Description

Complete Program Description

The initial development of the Mortuary Science AAS degree was the result of a collaborative effort between the School of Professional & Economic Development and the School of Health Sciences. The program moved to the School of Health Sciences January 2011 for the finalization of the curriculum process and the beginning of the accreditation process.

The proposed degree is consistent with the College's mission to serve diverse populations through lifelong learning which results in creating marketable job skills for graduating students. Additionally, this proposed program meets the college mission of meeting the educational needs of the community and state as there is no program in existence in Utah to educate funeral home directors and embalmers.

The Mortuary Science program is designed to give students the fundamental knowledge and skills needed to acquire entry-level positions in the funeral service profession. The objectives of the mortuary science program are:

- To provide a program of study in Mortuary Science to help meet the funeral service industry employment needs of the State of Utah and surrounding states.
- To enlarge the background and knowledge of students about the funeral service profession;
- To educate students in every phase of funeral service and to help enable them to develop proficiency and skills necessary for the profession;
- To educate students concerning the responsibilities of the funeral service profession to the community at large;
- To emphasize high standards of ethical conduct in the industry;
- To provide a curriculum at the post- secondary level of instruction;
- To encourage student and faculty research in the field of funeral service.
- To provide students the business and legal knowledge, philosophical/ethical principles and specific techniques and skills to enable them to be successful within the funeral service profession.
- To educate and prepare individuals for active contribution to the service and welfare of their communities.

Role and Mission Fit

Salt Lake Community College is a multi-campus, comprehensive institution serving a diverse population through lifelong education. The SLCC mission focuses on student needs in an open access setting. Based on this mission, several SLCC commitments are immediately applicable to this proposal for an AAS degree in Mortuary Science, including:

- 1) Career and Technical Education resulting in marketable job skills serving the current aging population. The proposed program will prepare students for employment in the funeral service

industry both regionally and state wide to meet the increasing demands over the next century as the population ages and the population increases in the Utah Valley.

- 2) General Education and pre-professional programs for transfer to other colleges and universities. The Mortuary Science program includes General Education requirements for an AAS degree including Math, English, Communications, Human Relations and Biological Sciences courses, which articulate to other institutions within the USHE system.
- 3) Students will also have practicum at various funeral homes and will engage in networking opportunities during their coursework. The Introduction to Mortuary Science course will be open to the public as a career exploration course. Through these interactions, SLCC will be working with businesses and industry and the community at large.
- 4) This program was initiated to serving the broader community and industry needs by providing the only Mortuary Science program in the state of Utah.

Purpose of Degree

Currently, students interested in this profession must go out-of-state to obtain this degree and view this as huge barrier to overcome. Since 2006, the College has actively engaged several members of the Utah Funeral Directors Association and the Program Advisory Committee for advice on the creation of a program to serve the needs of the community and surrounding states. The association and its members are supportive and engaged in this process. There is great interest by current and future industry professionals to have a program in Utah.

Institutional Readiness

Upon approval, the program will reside in the School of Health Sciences as part of the Division of Allied Health. It is comparable in nature and rigor to other AAS degrees within this division. The existing administrative structure is capable of supporting the new program without adversely affecting other existing programs.

Currently, the Health Sciences Center at the Jordan Campus has a cadaver lab used for PTA/OTA instruction. The cadaver lab will be expanded to include an area for a Mortuary Science lab. This will require minor structural changes in the room to accommodate the needs of the Mortuary Science program and will not adversely affect either in space or scheduling needs of other programs that use the cadaver lab.

One classroom has been identified as a dedicated space for students of Mortuary Science. One additional office space has been identified for the program administrator.

Faculty

Number of faculty with Doctoral degrees	Tenure 0	Contract 0	Adjunct 0
Number of faculty with Master's degrees	Tenure 1	Contract 0	Adjunct 0
Number of faculty with Bachelor's degrees	Tenure 0	Contract 0	Adjunct 0
Other Faculty- Associates	Tenure 0	Contract 0	Adjunct 8

- A full-time program administrator position will be needed starting late summer 2012 to start the accreditation process. This position will be a tenure-track position, and as mandated by the accrediting body. The credentials of this position require a master's degree or a bachelor's degree with intent to complete a master's degree within five years. Initially, the program administrator will be developing the curriculum and creating the initial documents required for accreditation. The full-

time program administrator will teach part-time teaching as the program develops and the cohorts are enrolled.

- A pool of adjunct faculty will be utilized to meet the program's didactic and clinical needs. All faculty teaching in the program will be expected to meet industry professional standards as well as that of the College for teaching, and accreditation requirements requiring "sufficient specialized education in" the subject to enable proper instruction to be provided (*American Board of Funeral Service Education Manual of Accreditation*, 2010, §.7.2.4.).

Ongoing professional development will also be expected, including participation in at least one national meeting per year by the lead faculty member to keep the department current within the profession. Additionally, all faculty members will teach the curriculum in which they are most proficient to optimize the benefit of their professional expertise to students.

Students will evaluate all faculty members using the current SLCC evaluation process. The evaluation will examine teaching practices from the student perspective and highlight faculty's strengths and weaknesses. In addition, faculty peer review will be used to evaluate full-time and part-time faculty members. SLCC administrators and the College will work with the faculty tenure process for faculty in need of assistance.

Staff

The Division of Allied Health in the School of Health Sciences will administer this program. Existing administrative, secretarial, clerical and advising staff within the Division and the School are adequate to manage the program. No additional administrative or secretarial/clerical help is expected.

Library and Information Resources

The value of current Mortuary Science related book holdings by SLCC is \$17,750.00 and encompasses 537 titles. The total value of additional books to be purchased for the program is \$1,975.00 for 46 titles and the subscription cost for the *Journal American Funeral Director* will be \$59.00 per year.

Admission Requirements

Admission is consistent with general SLCC admission procedures and guidelines. In addition, students must meet the following program pre-requisites with a "C" or better:

- BIOL 1610 College Biology I
- ENGL 1010 Intro to Writing
- MATH 1010 Intermediate Algebra (QS)
- MORT 1010 Intro to Mortuary Science
- COMM 1020

Student Advisement

Students will have the opportunity to consult with the Allied Health Academic Advisor as needed as well as during the required summer Health Sciences orientation compulsory for all Health Science students. In addition, students will be encouraged to meet with the Mortuary Science Program Administrator for further advising needs throughout their program.

Justification for Graduation Standards and Number of Credits

Requirements for the AAS degree in Mortuary Science follow the guidelines outlined in the SLCC General Catalog for AAS degrees. In order to receive an AAS degree, students need to complete a total of 66 credit

hours including 17 credits in General Education Distribution areas and include the following distribution required areas: Composition (EN); Quantitative Studies (QS); Communication (CM); Human Relations (HR) and Biological Sciences (BS) . The Mortuary Science AAS degree requires a total of 66 credit hours for graduation which falls within the State Board of Regents policy parameters for AAS degrees.

External Review and Accreditation

The American Board of Funeral Service Education (ABFSE) serves as the national academic accreditation agency for college and university programs in funeral service and mortuary science education. ABFSE is the sole accrediting agency recognized by the US Department of Education and the Council on Higher Education Accreditation in this field. As such, ABFSE stipulates minimum content requirements for a funeral service education program. Salt Lake Community College utilized its curriculum content guideline as the basis for developing the program requirements. A private consultant Kevin Patterson, a program chair at Des Moines Area Community College, acted as an external consultant, providing guidance and direction in the curriculum design and sequencing of courses per accreditation standards and industry needs. In addition, the Program Advisory Committee (PAC) has met from 2009 to current to assist in the initial development of the program and curriculum development and will continue to advise SLCC. The PAC will continue to meet to evaluate the appropriateness of the competencies development, identify ways to improve the program, and identify additional resources and instructors.

Following BOR approval of the two-year degree, the program will be required to seek ABFSE accreditation. This will involve the following major components:

1. Request an application for candidacy from ABFSE July 2011
2. Department of Occupational Licensing notified of the intent to run the program late July 2011.
3. Contact ABFSE Executive Director required visit late July/August 2011
4. Submit Application for Candidacy, feasibility study, and application December 2011
5. Enroll first cohort in January 2012.
6. Candidacy site visit - late February 2012
7. Candidacy status is granted - to be voted on by April/May 2012
8. Submit self-study- initial accreditation August/September 2012
9. Site visit - initial accreditation – TBA (Nov/Dec 2012)
10. Enroll second cohort in January 2013
11. Graduate first cohort by end of spring 2013 and have students take National Board Examination.
12. Anticipated granted initial accreditation May/June 2013

The costs associated with accreditation are as follows:

- Year 1 - \$11,500 (includes \$6,000 fee for first year candidacy; \$4,500 fee for visiting committee, honorarium & expenses ; and \$1,000 fee the for travel and related costs for pre-candidacy visit by ABFSE executive director)
- Year 2 - \$8,500 if accreditation is granted (includes \$4,000 accreditation fee; \$4,500 fee for visiting committee honoraria and expenses). (Additional \$4000 renewal of candidacy status only if initial accreditation not granted within a year from being granted candidacy status).
- Year 3 and subsequent years - \$3,000 per year (annual membership fee if 3 year accreditation is granted for initial accreditation and a maximum of every 7 years thereafter)

NOTE: Accreditation will not be granted until the first class of students graduate from the program and obtain a 60% student pass rate on the National Board Examination.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	20	1*	20:1 Didactic 20:1 lab 5:1 practicum/lab for embalming	30:1 didactic/classroom 25:1 lab 5:1 practicum/lab on site and at off-campus instructional sites for embalming
2	40	9	20:1 Didactic 20:1 lab 5:1 practicum/lab for embalming	30:1 didactic/classroom 25:1 lab 5:1 practicum/lab on site and at off-campus instructional sites for embalming
3	40	9	20:1 Didactic 20:1 lab 5:1 practicum/lab for embalming	30:1 didactic/classroom 25:1 lab 5:1 practicum/lab on site and at off-campus instructional sites for embalming
4	40	9	20:1 Didactic 20:1 lab 5:1 practicum/lab for embalming	30:1 didactic/classroom 25:1 lab 5:1 practicum/lab on site and at off-campus instructional sites for embalming
5	40	9	20:1 Didactic 20:1 lab 5:1 practicum/lab for embalming	30:1 didactic/classroom 25:1 lab 5:1 practicum/lab on site and at off-campus instructional sites for embalming

*First cohort starts in spring.

MORTUARY SCIENCE PAC

Mr. Brandon Burningham,
CFSP, CPC
 General Manager Utah
 Funeral Operations
 Memorial Mortuaries &
 Cemeteries
 5850 south 900 East
 Murray, UT 84121
 (W) 801-262-4631
 (C) 801-918-8262
BrandonB@memorialutah.com
m

Mr. Marshall Gardner
 Lindquist Mortuary
 3408 Washington Blvd.

Ogden, UT 84401
 (W) 801-394-6666
lom@lindquistmortuary.com
brow67@gmail.com

Mr. Ron Metcalf
 Metcalf Funeral Home
 288 West St. George Blvd
 St. George, UT 84770
 (W) 435-673-4221
ron@metcalfmortuary.com

Mr. Darren Parker
 McDougal Funeral Home
 4300 South Redwood Rd
 Salt Lake City, UT 84123
 (W) 801-968-3800

darrenlparker@yahoo.com

Ms. Laura Procnier
 Broomhead Funeral Home
 12590 South 2200 West
 Riverton, UT 84065
 (W) 801-254-3389
broomfh@msn.com

Mr. Brian Robertson
 Aspen Funeral Services
 3287 West Park Way Blvd.
 West Valley City, UT 84119
 (C) 801-638-1713 or 801-
 977-0278
Buffbuilder48@yahoo.com

Mr. Scott Russon
Russon Brothers Mortuary
295 North Main Street
Bountiful, UT 84010
(W) 801-295-5505
russonmortuary@mstar.net

Mr. David Simmons, CFSP
Nelson Funeral Home
162 East 400 North
Logan, UT 84321
(W) 435-752-3261
dsimmons@xmission.com

Mr. Kurt Soffe, CFSP
Jenkins-Soffe Mortuary
1007 W South Jordan Pkwy

South Jordan, UT 84095
(W) 801-254-1928
ksoffe@att.net

Mr. Ward Taylor
Rogers & Taylor Funeral
Home
111 North 100 East
Tremonton, UT 84337
(W) 435-257-3424
rogersandtaylor@citlink.net

Mr. Shannon Warenski
Larkin Mortuary
260 East South Temple
Salt Lake City, Utah 84111
(W) 801-363-5781
(C) 801-664-2999

digger.oddell@gmail.com

Mr. Shawn Warenski
Warenski Funeral Home
1776 North 900 East
American Fork, UT 84003
(W) 801-763-5000
shawn@warenski.com

Mr. David White, CFSP
Memorial Mortuaries &
Cemeteries
5850 South 900 East
Salt Lake City, UT 84121
(W) 801-262-4631
(C) 801-244-6053
DaveW@memorialutah.com

Expansion of Existing Program

The proposed Mortuary Science AAS degree is a new program.

Section III: Need/Market Demand

Program Need

This program was initiated in response to community and employers' needs in Salt Lake Valley and Utah. Currently no educational programs for Mortuary Science exist in the states of Utah, New Mexico, Idaho, Wyoming, or Montana.

Labor Market Demand

- Based upon the Utah Department of Workforce Services, 168 job openings will be created on the Wasatch Front over the next nine years with a median hourly earnings of \$20.98. Nationally, a 12% increase is expected from 2008-2018 with a median annual wage between \$38,980 to \$ 69, 680, and the outlook is particularly positive for funeral home directors who also embalm (Bureau of Labor, 2011). Utah requires that funeral home directors also be licensed embalmers.
- A 2011 SLCC survey of 36 Utah funeral home directors and members of the Utah Funeral Home Directors Association demonstrates that close to 80% expressed a need for a program in Utah, and out of 36 establishments, 35 job openings will become available over the next three years.
- As mandated by accreditation, the program will track student job placement six months after graduating from the program. For seven years, the program must maintain, calculate, and explain job placement rates and appropriately respond to market conditions to ABFSE.

Student Demand

- Utahans currently must relocate to another state to complete the educational requirements to being licensed practice in the state of Utah. This is a hardship as most funeral homes are family owned,

and the student/family member must be supported when relocating for the completion of educational requirements, often this period lasting two years or more.

- Total enrollment of 158 students in SLCC's current Mortuary 1010, *Introduction to Mortuary Science*, taught by adjunct Shannon Warenski, with experience in funeral services between 2006 to 2010.
- Hundreds of email and phone call inquiries about the program and a current list of 25 interested applicants.

Similar Programs

No similar programs are offered in the state.

Collaboration with and Impact on Other USHE Institutions

The AAS in Mortuary Science is a terminal degree for the career. Students may choose to advance to a bachelor's degree in a closely allied field in order to work at a corporation, but the industry in Utah at this time is mainly owned by independent establishments.

There are six mortuary science programs in the United States granting bachelor degrees, and none of them in the state of Utah. This is the first Mortuary Science degree program in Utah, and transfer and articulation agreements will be pursued with compatible programs at USHE institutions as they develop. This program is designed for students to acquire knowledge and skills to successfully pass exam/licensure for practice in Utah. A bachelor's degree is not required to obtain a license to practice, but students seeking an advanced degree may seek the advice of an Academic Advisor.

Section IV: Program and Student Assessment

Program Assessment

Aligning with the ABFSE standards, the program will have a system of planning and evaluations that must produce documented evidence in administration, analysis, and retaining in the following areas:

Student evaluations of course and faculty

Supervisory evaluations of faculty and program administrators

Annual surveys of graduates and employers to include satisfaction with instructional quality and preparation for employment

Methods used to measure the attainment of expected instructional outcomes

Graduation rates

Job placement rates

Pass rate on the National Board Examination (NBE)

Expected Standards of Performance

The Mortuary Science program is designed to prepare students for careers in the funeral service industry as funeral directors and embalmers. It is anticipated graduating students will have met and achieved the following competencies by graduation. Specifically, students will be prepared to:

1. Identify the primary responsibilities of the funeral director.
2. Evaluate pre-need, at-need and post funeral needs and correlating time frames.
3. Explain and perform the embalming process of sanitation, disinfection, temporary preservation and restoration of human remains.
4. Plan funeral services and ceremonies designed to meet the needs of diverse religious and cultural expectations of individual clients.

5. Explain the legal, professional, and ethical issues facing funeral service and apply a standard of ethical behavior in personal and professional conduct.
6. Display merchandise in compliance with funeral home policy and applicable laws, rules and regulations.
7. Explain and perform fundamental cremation process.
8. Identify and perform the basic objectives and functions of funeral home management.
9. Explain state and federal laws/regulations regarding funeral service including: Utah State Medical Examiner (jurisdiction); Utah State Department of Health (transporting human remains, death certificates); Occupational Safety and Health Administration (OSHA) (formaldehyde rule, blood borne pathogen rule); Federal Trade Commission (FTC) (funeral rule).
10. Comprehend the emotional and psychological needs of the bereaved and offer counseling.
11. Utilize basic computer skills (i.e. word processing, desktop publishing photo editing, and e-mail applications).
12. Perform basic business skills (i.e., billing and collections).
13. Educate clients regarding funeral and cremation memorialization and merchandise options.
14. Process proper industry forms and documents for death certificates, obituaries, transportation, insurance claims, permits, etc.
15. Communicate professionally using proper industry terminology on the phone, in face-to-face meetings, while giving presentations or in written correspondence.
16. Comply with Occupational Safety and Health Administration, Health Insurance Portability Accountability Act and Federal Trade Commission standards and regulations.
17. Develop an awareness of the social, political, and economic factors dealing with funeral service industry.
18. Work collaboratively and in multidisciplinary teams.

Summative

A summative evaluation procedure will consist of utilizing the SLCC Instructional Assessment Systems (IAS). This process will evaluate student perceptions on the value of each course as they proceed toward their goal of earning a degree. The system assesses student viewpoints in the following areas: course content, instructor competency, understanding of major course content/principles, and the overall course. Further, a summative evaluation will occur with final examinations in each Mortuary Science course. The final comprehensive exams will be constructed to focus on measuring the students' understanding of the competencies outlined above.

Feedback to faculty from the IAS will occur as soon as the data is compiled and distributed by the College after the conclusion of each semester. The Division Chair to which the proposed program is assigned will meet with each faculty member to review the IAS results. Feedback from the students on program strengths/weaknesses will be used to improve the program.

In addition, the program will be conducting a follow-up survey six months after the student graduates. The survey will be mailed, emailed and/or via phone to graduates, giving students an opportunity to respond to the applicability of their training at SLCC. Employers will also be surveyed on the quality of SLCC graduates. This data from course evaluations, graduate, employer surveys will be shared with the PAC member to determine programmatic changes if needed.

Formative

Research papers, tests, assignments, quizzes, presentations, demonstrations of competencies, and embalming cases will be reviewed annually by faculty to assess attainment of course objectives and evaluate for adjustments to the curriculum predicated upon student outcomes.

Section V: Finance**Statement of Financial Support**

<i>Legislative Appropriation</i>	<input type="checkbox"/>
<i>Grants</i>	<input type="checkbox"/>
<i>Reallocated Funds</i>	<input checked="" type="checkbox"/>
<i>Tuition dedicated to the program</i>	<input checked="" type="checkbox"/>
<i>Other</i>	<input checked="" type="checkbox"/>

Budget

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	2.67	25.33	25.33	25.33	25.33
Cost Per FTE	\$ 58,880	\$ 5,840	\$ 5,347	\$ 5,347	\$ 5,347
Student/Faculty Ratio	20.00	15.00	15.00	15.00	15.00
Projected Headcount	20	40	40	40	40
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	\$ 6,056	\$ 60,321	\$ 63,338	\$ 66,504	\$ 69,830
Tuition to Program	\$ 6,056	\$ 60,321	\$ 63,338	\$ 66,504	\$ 69,830
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	\$ 56,204	\$ 75,230	\$ 75,230	\$ 75,230	\$ 75,230
Benefits	\$ 33,049	\$ 37,207	\$ 37,207	\$ 37,207	\$ 37,207
Total Personnel	\$ 89,253	\$ 112,437	\$ 112,437	\$ 112,437	\$ 112,437
Current Expense	\$ 35,000	\$ 27,000	\$ 20,000	\$ 20,000	\$ 20,000
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Capital	\$ 19,100	\$ -	\$ -	\$ -	\$ -
Accreditation Fees	\$ 11,500	\$ 8,500	\$ 3,000	\$ 3,000	\$ 3,000
Library Expense	\$ 2,062	\$ -	\$ -	\$ -	\$ -
Total Expense	\$ 156,915	\$ 147,937	\$ 135,437	\$ 135,437	\$ 135,437
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	\$ -	\$ -	\$ -	\$ -	\$ -
Grants & Contracts	\$ -	\$ -	\$ -	\$ -	\$ -

Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Reallocation	\$ 145,860	\$ 64,416	\$ 48,099	\$ 45,733	\$ 41,607
Tuition to Program	\$ 6,056	\$ 60,321	\$ 63,338	\$ 66,504	\$ 69,830
Lab Fees	\$ -	\$ 3,200	\$ 4,000	\$ 3,200	\$ 4,000
Program Fees	\$ 5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total Revenue	\$ 156,916	\$ 147,937	\$ 135,437	\$ 135,437	\$ 135,437
Difference	\$ (0)	\$ 0	\$ 0	\$ 0	\$ 0
Revenue-Expense	\$ 0	\$ (0)	\$ (0)	\$ (0)	\$ (0)

Budget Comments

The budget is based on projected enrollment in the program each year and will be adjusted annually to reflect actual enrollment in the program.

Initial start-up costs are attributed to accreditation/candidacy fees, lab renovation costs, initial set-up costs and minor equipment and supplies. The initial hiring of the program administrator will be requested through the Informed Budget Process 2011. Additional fees will be sustained through the 2013 for a consultant to advise the program in matters of accreditation, and these fees are reflected in the current expense for year one and two.

Funding Sources

The proposed program will be funded through reallocated funds and tuition associated with program enrollment and program fees. Additionally, established lab fees will be used to offset the cost of expensive materials and supplies and transportation cost of bodies.

Reallocation

The College will support the proposed program through internal reallocation.

Impact on Existing Budgets

The proposed program will not be absorbed within current base budgets.

Appendix A

Mortuary Science Courses

General Education & Prerequisite Courses

Course Prefix & Number	Title	Credit Hours
BIO 1610/ 1615	College Biology/Lab (BS)	4
COMM 1020	Principles of Public Speaking (CM)	3
ENGL 1010	Intro to Writing (EN)	3
MATH 1010	Intermediate Algebra (QS)	4
MORT 1010	Intro to Mortuary Science	3

TOTAL 17

Program Courses

Course Prefix & Number	Title	Credit Hours
ACCT 1110	Financial Accounting I	3
BIOL 2060	Microbiology	4
BIOL 2065	Microbiology Lab	0
BIOL 2320	Human Anatomy	4
BIOL 2325	Human Anatomy Lab	0
COMM 2110	Interpersonal Communication (HR)	3
MGT 2050	Legal Environment of Business	3
MORT 1100	Dynamics of Grief/Death/Dying	2
MORT 1300	Pathology for Funeral Service	2
MORT 1400	Embalming I	3
MORT 1405	Embalming Lab I	1
MORT 1600	Thanatochemistry	3
MORT 2330	Funeral Service Psychology & Counseling	2
MORT 2400	Embalming II	3
MORT 2405	Embalming II Lab	1
MORT 2600	Restorative Art	3
MORT 2605	Restorative Art Lab	1
MORT 2700	Mortuary Law & Ethics	3
MORT 2725	Funeral Home Mgmt/Merchandise	3
MORT 2750	Funeral Directing	3
MORT 2775	National Board Exam Review	2

TOTAL 49

New Courses to Be Added in the Next Five Years

It is not anticipated that any new courses will be added in the next five years.

Appendix B:

Program Schedule

PROGRAM ADMISSIONS REQUIREMENTS GRADE C OR BETTER (17 CREDITS)

Course Prefix & Number	Title	Credit Hours
ENGL 1010	Intro to Writing (EN)	3
BIO 1610/ 1615	College Biology/Lab (BS)	4
COMM 1020	Principles of Public Speaking (CM)	3
MATH 1010	Intermediate Algebra (QS)	4
MORT 1010	Intro to Mortuary Science	3
Total		17

PROGRAM SEQUENCING OF COURSES (49 CREDITS)

Spring

Course Prefix & Number	Title	Credit Hours
BIOL 2060	Microbiology	4
BIOL 2065	Microbiology Lab	0
BIOL 2320	Human Anatomy	4
BIOL 2325	Human Anatomy Lab	0
MORT 1100	Dynamics of Grief/Death/Dying	2
MORT 1300	Pathology for Funeral Service	2
Total		12

Summer

Course Prefix & Number	Title	Credit Hours
COMM 2110	Interpersonal Communication (HR)	3
MORT 1400	Embalming I	3
MORT 1405	Embalming Lab I	1
MORT 1600	Thanatochemistry	3
Total		10

Fall

Course Prefix & Number	Title	Credit Hours
ACCT 1110	Financial Accounting I	3
MORT 2330	Funeral Service Psychology & Counseling	2
MORT 2400	Embalming II	3
MORT 2405	Embalming II Lab	1
MORT 2600	Restorative Art	3
MORT 2605	Restorative Art Lab	1
Total		13

Spring II

Course Prefix & Number	Title	Credit Hours
MGT 2050	Legal Environment of Business	3
MORT 2700	Mortuary Law & Ethics	3
MORT 2725	Funeral Home Mgmt/Merchandise	3
MORT 2750	Funeral Directing	3
MORT 2775	National Board Exam Professional Review	2
Total		14

Appendix C

Faculty

A program administrator will be hired during the summer of 2012. The program administrator will be a full-time 12 month tenure track position who will teach starting January 2012. Additional adjunct faculty will be hired according to need and experience in mortuary science.

July 6, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah and Southern Utah University - Emphases

The following requests for new emphases are being submitted for consideration by the Programs and Planning Committee.

University of Utah

1. **Emphases in Bachelor of Science Degree in Geoscience**
 - a. **Geology**
 - b. **Environmental Geoscience**
 - c. **Geophysics**

Section I: Action

The Department of Geology and Geophysics (GEO) at the University of Utah proposes the following emphasis areas be entered on the Bachelor of Science Degree in Geoscience, Geology and Geophysics transcripts:

- * Geology
- * Environmental Geoscience
- * Geophysics

This will allow the emphasis areas to be listed on transcripts, DARS and declared majors status when approved by the University of Utah Board of Trustees.

All students electing the Geoscience Major are required to complete a common set of core courses that constitute 28 of the 81 credit hours in the major. The balance of the credit hours (53) accrues in courses from one of three emphasis areas. Each emphasis area adds 12 additional required credit hours, 12 credit hours of degree-program electives and 29 credit hours of allied courses in Mathematics, Chemistry, and Physics. The balance of the courses to meet the University of Utah required minimum of 122 credit hours for any undergraduate degree are accrued through university-required courses and electives.

CORE Courses (28 Credit hours, Required for all Geoscience majors)

<i>Course Number</i>	<i>Course Title</i>	<i>Hrs.</i>	<i>Prerequisites</i>
GEO 1110	Introduction to Earth Systems	3	Must register for GEO 1115
GEO 1115	Introduction to Earth Systems Lab	1	
GEO 3080	Earth Materials I	4	CHEM 1210
GEO 3090	Earth Materials II	3	GEO 1110, GEO 3080, MATH 1210
GEO 3060	Structural Geology and Tectonics	3	
GEO 3010	Geophysics	3	MATH 1220, Co-GEO 3080
GEO 5760	Stratigraphy and Sedimentary Processes	4	GEO 3090
GEO 4500	Field Methods	3	GEO 3060; Upper Division CW
GEO 4510	Field Geology	4	GEO 4500

Completion of the requirements in an emphasis area is an integral part of the Geoscience degree.

Requirements for each emphasis area are given below. Each emphasis area consists of a body of courses that total 53 credit hours. Electives: Any upper division course in the Colleges of Mines and Earth Sciences, Science, or Engineering, or other upper division course by approval. (Approved electives in College of Social Behavioral Sciences: GEOG 3110, 3140, 3200 (GEOG 1000 or instructor's consent), 3350 (GEOG 1000 or instructor's consent), 5100 (GEOG 1000 and MATH 1030 or MATH 1050 (or equivalent) or instructor's consent), 5150 (GEOG 5140/6140), 5160 (GEOG 5140/6140); URBPL 5360; ANTHR 4261; ECON 5250 (ECON 4010 or all of the following: ECON 2010, 2020, 3250, and knowledge of college algebra); POL_S 5322.)

Section II: Need

Listing emphasis areas on transcripts brings recognition to the area of study. When students apply for employment or graduate school, having the specific emphasis designation on the transcript makes it easier to determine the professional area in which the candidate has expertise and professional preparation.

The *Geology Emphasis* provides the greatest flexibility for the student. Students may explore the diversity of the field or focus more tightly to gain greater depth of understanding.

The *Environmental Emphasis* focuses on connections and interactions with the biosphere, hydrosphere and atmosphere, providing the student with a strong background to contribute to addressing environmental issues in society. Courses in Biology, Hydrology and Atmospheric sciences contribute to its interdisciplinary nature.

The *Geophysics Emphasis* is for students who desire to study Earth's interior using a highly quantitative approach. This body of knowledge is applied to the study of geological hazards (e.g., earthquakes) and resource exploration (metals and energy resources).

The Geoscience degree was the result of merging three separate degrees into one with three emphasis areas. This degree was simpler to market and allows more room for electives, making it easier for transfer students to enter the program and for students to pursue dual majors. It has also resulted in the desired increase of majors.

Section III: Institutional Impact

This proposal will have no institutional impact.

Section IV: Finances

There will be no financial impact to the Department of Geology and Geophysics or the College of Mines and Earth Sciences. The emphasis areas have been in place since 2005. This proposal only seeks that the emphasis areas be listed on transcripts, DARS and declared major's status.

2. Emphases in the Bachelor of Science Degree in Chemistry

- a. Professional Chemistry**
- b. Biological Chemistry**
- c. Business Chemistry**
- d. Chemical Physics Chemistry**
- e. Geology Chemistry**
- f. Materials Science and Engineering Chemistry**
- g. Mathematics Chemistry**
- h. Teaching Chemistry**

Section I: Action

The Chemistry Department at the University of Utah proposes to offer eight emphases in the Bachelor of Science Degree in Chemistry to reflect the breadth and diversity of the degree programs that have historically been offered in the department. As is current practice, students must complete the Core Requirements and one of the indicated emphases to earn the chemistry degree. Approval of these emphases will enable the precise nature of each student's degree program to be indicated on his/her transcript.

Section II: Need

Since long before the transition to semesters, the Chemistry Department has offered students a variety of ways to complete the requirements for the chemistry degree but there has not been a way to indicate this information on a transcript until the recently approved mechanism involving emphases. There is a common core for all chemistry majors and the unique flavor of each emphasis is indicated by name assigned to each emphasis.

The Professional and Biological emphases are certified by the American Chemical Society as meeting ACS standards for a traditional chemistry major and a biochemistry major, respectively. It should be noted that the Biochemistry Department on campus does not offer an undergraduate degree program, so including the Biological emphasis on a transcript is important to students. With an annual production of approximately 60

chemistry graduates, the Chemistry Department ranks in the top ten in the nation with about 50 ACS-certified graduates in a typical year.

Recognition of the other options (Business, Chemical Physics, Geology, Materials Science and Engineering, Mathematics and Teaching) on a transcript will make clear that students completing these degree programs have had an exposure to diverse fields where chemical training matters. Students have frequently requested that the precise nature of their chemistry degree be indicated on their transcripts so this change could help students as they apply to graduate and professional programs or pursue a career in the chemical sciences.

Section III: Institutional Impact

There will be no impact to the department or institution as these degree programs are already in place and the institution has sufficient advising resources to direct students to the appropriate program of study.

Section IV: Finances

There will be no financial impact to the department or institution.

3. Emphases in the Master of Computing and Master of Fine Arts (MFA) Degrees

- a. Game Engineering in Master of Computing**
- b. Game Production in MFA**
- c. Game Arts in MFA**

Section I: Action

The three graduate emphases being proposed are:

- The School of Computing proposes to offer a graduate emphasis in Game Engineering within the existing Master of Computing Degree.
- The Department of Film and Media Arts proposes to offer a graduate emphasis in Game Production within the existing Master of Fine Arts Degree.
- The Department of Film and Media Arts proposes to offer a graduate emphasis in Game Arts within the existing Master of Fine Arts Degree.

Entertainment Arts and Engineering (EAE) is the overarching term used to describe the interdisciplinary work between the School of Computing and the Department of Film and Media Arts in the areas of video games, computer animation, special effects, etc. A key feature of EAE is its interdisciplinary nature. Students from both departments work closely throughout their academic careers. This partnership of engineer and artist reflects the state of the entertainment business world. In 2010, an undergraduate emphasis in EAE was approved for baccalaureate degrees in each department.

In the fall of 2010, a graduate version of EAE was created which focused on video games. This program was titled "Entertainment Arts and Engineering: Master Games Studio (EAE:MGS)." EAE:MGS is designed to provide master's level students with an education to be successful in the game industry, both immediately and in the future as the industry continues to evolve. The academic experience includes an intense focus on industry application that incorporates both theory and research. There are three

emphases - Game Engineering, Game Arts and Game Production. Students in the game engineering emphasis are awarded the MS in Computing Degree from the School of Computing, while students in the game arts and production emphases are awarded the MFA Degree from the Department of Film and Media Arts.

The curriculum is designed in a pure cohort model of four semesters spread over two years. During each of the first three semesters, all students take two joint classes (each are three credits). The design classes provide all students with the theoretical and practical understanding of video games. The project classes begin with learning how to rapidly prototype games and conclude with a large-scale, two-semester, large-team project.

<i>First Fall Semester</i>	<i>First Spring Semester</i>	<i>Second Fall Semester</i>
Game Design I	Game Design II	Game Design III
Game Project I	Game Project II	Game Project III

Also, during those three semesters, students take emphasis-specific classes. Students in the School of Computing Game Engineering emphasis take game engineering classes, which instruct students in the technical aspects of video games from game engines to graphics, artificial intelligence, and novel input devices (all are three credits):

<i>First Fall Semester</i>	<i>First Spring Semester</i>	<i>Second Fall Semester</i>
Game Engineering I	Game Engineering II	Game Engineering III

Students in The Department of Film and Media Arts Game Production emphasis take three production classes which teach how to run a team, the game production pipeline, testing strategies, employee contracts and the business of games. They are also expected to take three graduate elective courses in Film and Media Arts, plus Introduction to Graduate Studies.

<i>First Fall Semester</i>	<i>First Spring Semester</i>	<i>Second Fall Semester</i>
Game Production I (3)	Game Production II (3)	Game Production III (3)
Elective (4)	Elective (4)	Elective (4)
Intro to Graduate Studies (1)		

Students in The Department of Film and Media Arts Game Arts emphasis take three arts classes which focus on fundamental consideration for the look of games through 3D modeling and character animation. They are also expected to take three graduate elective courses in Film and Media Arts plus Introduction to Graduate Studies:

<i>First Fall Semester</i>	<i>First Spring Semester</i>	<i>Second Fall Semester</i>
Game Arts I (3)	Game Arts II (3)	Game Arts III (3)
Elective (4)	Elective (4)	Elective (4)
Intro to Graduate Studies (1)		

In the final spring semester, all students complete an internal or external internship (nine credits) and take a class to write a research paper (three credits).

<i>Second Spring Semester</i>
Internship
Research Paper

School of Computing students will take at least 39 credit hours and Department of Film and Media Arts students will take at least 52 hours.

Section II: Need

This program has an industrial advisory board of leading members of the video game business with members from inside and outside of the state of Utah representing large and small video game companies. The advisory board members have indicated that students who graduate with Master's degrees will be highly sought after. They also say that the "branding" as provided by the proposed emphases provides future employers with a mechanism to easily identify future employees. They see these EAE:MGS graduates entering the workforce as individuals who are highly prepared and have the specific skills employers desire. Colleagues at other universities offering similar master's programs have stated that even non-video game employers highly value the skills exhibited by students graduating from their programs.

Section III: Institutional Impact

The institution will gain approximately 50 new graduate students per year when the program is fully operational. The departments involved will take on some additional administrative tasks.

Section IV: Finances

The current financial impact on the School of Computing and the Department of Film and Media Arts is equivalent to two FTE staff and associated administrative support from each sponsoring department. Long-term, the emphasis will be supported primarily through a combination of differential tuition and student credit hour funding which will become the basis for permanent funding, the details of which will be determined by the office of the Associate Vice President for Budget and Planning in concert with the sponsoring departments.

Southern Utah University

1. **Emphases in BA/BS in Hotel, Resort, and Hospitality Management**
 - a. **Food and Beverage Management**
 - b. **Lodging and Convention Management**
2. **Deletion of requirement for a Minor in the BA/BS in Hotel, Resort, and Hospitality Management**

Section I: Request

The Hotel, Resort and Hospitality Management (HRHM) program at Southern Utah University requests permission to delete the requirement for a minor and establish emphases within the HRHM degree. This will allow students the opportunity to specialize in a specific segment of the hospitality industry and make

them more marketable upon graduation. The proposal was reviewed and approved by the SUU Trustees at the March 16, 2011 meeting.

Section II: Need

Industry and Curriculum Characteristics

The rapidly growing hospitality industry is capital- and labor-intensive. Hospitality managers are highly visible in the communities in which they operate and are under intense pressure to make a profit. These industry characteristics require managers who can market a service and achieve corporate and owner financial objectives, lead a highly effective work force in delivering outstanding customer service, and communicate effectively to customers, employees, owners, corporate officers, and community leaders. Whereas executive positions in the hospitality industry require broad-based skills, the new hospitality graduate must have discipline-specific skills for an entry-level managerial position.

The combination of the Hotel, Resort and Hospitality core courses, the work-experience requirement, and the major core track (Food and Beverage Management or Lodging and Convention Management) prepare students to enter the managerial ranks of the industry and to rapidly progress towards executive positions. The driving principles which permeate the curriculum are establishing and maintaining a customer service culture while making a profit.

The HRHM program has seen measurable success and is now seeking to expand and solidify these important endeavors. The demand for hospitality management graduates is rising for local and state-wide community members as well as globally. By establishing a Food and Beverage Management track and a Lodging and Convention Management track, the program will be able to use this as a marketing tool in an effort to increase enrollment. Additionally, the elimination of the minor will provide students with greater flexibility within the major and allow them to choose the area that best fits their individual goals. Students will be able to position themselves as having a specialty in the hospitality industry, and make themselves more marketable to perspective employers. Furthermore, for those students who decide to pursue an MBA at SUU, the deletion of the minor requirement also allows more flexibility to accomplish the MBA pre-core requirements.

Examples of similar hospitality management programs that do not require a minor and offer tracks at other universities include: the William F. Harrah College of Hotel Administration at UNLV; the Rosen College of Hospitality Management at University of Central Florida; the Hospitality and Tourism Management Program at Purdue University.

Section III: Institutional Impact

The establishment of tracks within the HRHM program will have an impact on recruiting the best and brightest undergraduate and graduate students in hospitality who have a desire to engage in compelling curriculum focused on experiential learning through a unique industry-focused learning environment. The development of a Food and Beverage Management emphasis and a Lodging and Convention Management emphasis offers added benefits to the university, students, alumni, faculty, and the hospitality industry. Such implications can be manifested through (a) undergraduate and graduate research opportunities; (b) service-learning, by bridging the gap between academia and industry; (c) alumni support; (d) faculty currency and expertise in content area; and (e) hospitality industry partnerships.

The current HRHM faculty (Dr. Emmett Steed, Dr. Lisa Marie Assante, and Dr. Sophitmanee Sukalakamala) will continue to administer the HRHM curricula as proposed. Two new courses have been added to the curriculum (HRHM 3250 – International Cuisine and HRHM 4100 – Beverage Management), and work will continue to develop a culinary study abroad opportunity in Peru. HRHM has partnered with Chartwells Foodservice to add a morning section of the HRHM 3110 – Quantity Food Production class to accommodate athletes and other students who have a time conflict with the Wednesday night section taught at Cedar High School. This collaborative effort will help grow the HRHM major.

Section IV: Finances

At this time, there is no need for additional financial support or faculty lines to delete the minor requirement and add tracks to the HRHM major. The new courses will be taught once a year and will be taught as part of the faculty member's normal load. As previously stated, the development of tracks will be used as a marketing tool in an effort to increase enrollment in the HRHM program.

Recommendation

The Commissioner recommends approval of the Emphases needing Regent's approval.

William A. Sederburg
Commissioner of Higher Education

WAS/GSW

July 6, 2011

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: General Consent Calendar - Amended

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Board Meeting May 20, 2011 at Weber State University, Ogden, Utah
- B. Grant Proposals
 - 1. Utah State University – NIFA (National Institute of Food & Ag); "Implementation of Western Region Sustainable Agriculture Research and Education"; \$3,156,632. Philip Rasmussen, Principal Investigator.
 - 2. Utah State University – NIFA (National Institute of Food & Ag); "Implementation of Western Region Sustainable Agriculture Research"; \$0,082,230. Philip Rasmussen, Principal Investigator.
 - 3. Utah State University – DARPA; "Protein Conformational Control by Inorganic Monomers, Oligomers, and Functionalized Nanoparticles"; \$1,000,000.16. David W. Britt, Principal Investigator; Marie K. Walsh, Timothy E. Doyle, Co-Principal Investigators.
 - 4. Utah State University – Miscellaneous Private Sponsors; "WM-264.12: Basic Hydraulic Testing"; \$1,000,000. Steven L. Barfuss, Principal Investigator.
 - 5. Utah State University – Missile Defense Agency; "Precision Tracking and Space System (PTSS) Support Task Order TBD under HQ0147-11-D-0052, University Affiliated Research Center (UARC) Sensor System Research, Development and Engineering Contract"; \$2,650,000. Lorin J. Zollinger, Program Manager.
 - 6. Utah State University – Utah Department of Health; "Up to 3 Early Intervention"; \$1,118,400. Susan E. Thain Olsen, Principal Investigator; Marla Nef, Co-Principal Investigator.
 - 7. Utah State University – Utah Department of Transportation; "Utah Local Technical Assistance Program"; \$1,400,000. Kevin Heaslip, Principal Investigator.
 - 8. Utah State University – Purdue University; "Type II: Recruitment and Retention of Information Technology Youth by Furthering Instructor's eXcell"; \$1,254,997. Vicki Allan, Principal Investigator.
 - 9. Utah State University – Miscellaneous Private Sponsors; "WM-265.12: Basic Hydraulic Testing"; \$1,250,000. Michael C. Johnson, Principal Investigator.

10. Utah State University –USDA National School Lunch Program; "A School Based Behavioral-Economic Approach to Obesity Prevention"; \$2,496,684.43. Gregory Madden, Principal Investigator.
11. Utah State University – National Science Foundation; "Cognitive Disposable UAV Swarm Mapping of Nuclear Pollution"; \$1,591,894. Yangquan Chen, Principal Investigator; Austin Jensen, Mac McKee, Co-Principal Investigators.
12. Utah State University – Department of Forestry; "Catalytic Upgrading of Thermochemical Intermediates to Hydrocarbons"; \$3,999,299. Foster Agblevor, Principal Investigator; Lance C. Seefeldt, Co-Principal Investigator.
13. Utah State University – Department of Education; "Comprehensive Teacher Training in Education of the Deaf (Project COMTED)"; \$1,241,525. James Carson Blair, Principal Investigator; Deborah B. Golos, Co-Principal Investigator.
14. Utah State University – Department of Energy; "Intermountain Biomass & Bioenergy Consortium"; \$5,193,586.67. Byard D. Wood, Principal Investigator.
15. Utah State University – Department of Education; "Personnel Preparation for Teachers of Birth to 5-year-old Children who are Deaf"; \$1,245,524.78. Lauri Nelson, Principal Investigator; Deborah B. Golos, Co-Principal Investigator.
16. Utah State University – Department of Education; "Project Initiate (Increasing the Number and Improving the Quality of Trained)"; \$1,249,993.86. Linda Ann Alsop, Principal Investigator.
17. Utah State University – National Institutes of Health (NIH); "Mechanisms of Fat Chemoreception"; \$1,785,000. Timothy A. Gilbertson, Principal Investigator.
18. University of Utah – US Department of Energy; "Regional CO2 Storage, UT"; \$11,500,000. Brian J. McPherson, Principal Investigator.
19. University of Utah – US Department of Energy; "Geologic CO2 Storage Colorado"; \$11,499,991. Si-Yong Lee, Principal Investigator.
20. University of Utah – National Science Foundation; "STEPS"; \$8,998,974. Hugo Rossi, Principal Investigator.
21. University of Utah – National Science Foundation; "Integrated Training"; \$2,180,655. James Ehleringer, Principal Investigator.
22. University of Utah – Simons Foundation; "Diagnosing Autism with MRI"; \$2,484,000. Janet E. Lainhart, Principal Investigator.
23. University of Utah – National Institutes of Health; "Byington Native American R25"; \$1,890,000. Carrie L. Byington, Principal Investigator.
24. University of Utah – NIH National Institute of Nursing Research; "GWA and Validation Study"; \$1,337,348. Lisa Anne Albright, Principal Investigator.

25. University of Utah – Defense Advanced Research Projects Agency; "Reliable Cortical Neural Inter"; \$9,138,270. Florian Solzbacher, Principal Investigator.
26. University of Utah – Elect & Computer Engineering; "Northwestern Implantable EMG System University"; \$1,604,427. Kevin Whitty, Principal Investigator.
27. University of Utah – Defense Advanced Research Projects Agency; "Neurotrophic Electrodes as RCI"; \$1,518,120. Massood Tabib-Azar, Principal Investigator.
28. University of Utah – US Department of Energy; "Super"; \$1,500,000. Mary W. Hall, Principal Investigator.
29. University of Utah – US Department of Energy; "Next Gen: Photovoltaics"; \$1,499,780. Rajesh Menon, Principal Investigator.
30. University of Utah – US Department of Energy; "FSPACE Photovoltaics" \$1,499,483. Rajesh Menon, Principal Investigator.
31. University of Utah – US Department of Energy; "DOE Sensors"; \$1,495,587. Adel F. Sarofim, Principal Investigator.
32. University of Utah – National Science Foundation; "Non-Destructive Nuclear Detect"; \$1,431,350. Hanseup Kim, Principal Investigator.
33. University of Utah – DOE National Energy Technology Lab; "3D Reconstruction of Reacting"; \$1,282,465. Mikhail Skliar, Principal Investigator.
34. University of Utah – National Science Foundation; "Smart Mobile Network"; \$1,270,850. Tatjana Jevremovic, Principal Investigator.
35. University of Utah – National Science Foundation; "Ultra-Low Level Neutron Detect"; \$1,193,070. Swomitra Mohanty, Principal Investigator.
36. University of Utah – National Institutes of Health; "Spinal Manipulation Research" \$1,683,358. Julie Mae Fritz, Principal Investigator.
37. University of Utah – DOE Golden Field Office; "Solid Solution H2"; \$1,513,865. Zhigang Fang, Principal Investigator.
38. University of Utah – CDC National Institute Occupational Safety & Health; "Ground Fall Risk Management"; \$1,103,755. Michael Nelson, Principal Investigator.
39. University of Utah – National Institute of Justice, "Opioid Drug Interactions"; \$1,058,605. David E. Moody, Principal Investigator.

40. University of Utah – Defense Advanced Research Projects Agency; "Bistable Protective Structure"; \$1,250,537. Andrej Cherkaev, Principal Investigator.
41. University of Utah – Agency for Healthcare Research & Quality; "Simulation Training"; \$1,049,468. Frank Drews, Principal Investigator.
42. University of Utah – Agency for Healthcare Research & Quality; "AHRQ Immunization P01"; \$4,500,000. Andrew T. Pavia, Principal Investigator.
43. University of Utah – NIH National Library of Medicine; "Familial Component to Disease"; \$2,746,333. Lisa Anne Albright, Principal Investigator.
44. University of Utah – NIH National Library of Medicine; "Cardiac Dysfunction in Metab"; \$2,731,400. E. Abel, Principal Investigator.
45. University of Utah – NIH National Institute of Aging; "Geriatrics T32"; \$1,957,655. Mark Andrew Supiano, Principal Investigator.
46. University of Utah – National Institutes of Health; "Role of Ascorbic Acid" \$1,865,000. Gerald J. Spangrude, Principal Investigator.
47. University of Utah – National Institutes of Health; "Regulation of Pluripotency" \$1,865,000. Roland D. Tantin, Principal Investigator.
48. University of Utah – National Institutes of Health; "BTK"; \$1,678,500. Fenghuang Zhan, Principal Investigator.
49. University of Utah – National Institutes of Health; "High Altitude Adaptation"; \$1,492,500. Lynn B. Jorde, Principal Investigator.
50. University of Utah – NIH National Institute on Drug Abuse; "The Neuroscience of Our Senses"; \$1,350,000. Louisa Anne Stark, Principal Investigator.
51. University of Utah – National Institutes of Health; "Evolutionary Potential"; \$1,115,520. Lynn B. Jorde, Principal Investigator.
52. University of Utah – National Institutes of Health; "Lucero Neuroscience T32"; \$1,096,770. Mary T. Lucero, Principal Investigator.
53. University of Utah – US Agency For International Development; "Fassl US Aid Helping Babies"; \$1,073,289. Bernhard Fassl, Principal Investigator.
54. University of Utah – US Department of Energy; "DAVI"; \$3,124,997. Christopher R. Johnson, Principal Investigator.
55. University of Utah – US Department of Energy; "Workscope FC-7"; \$1,060,410. Juliana Freire De Lima E. Silva, Principal Investigator.

C. Awards

1. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; \$1,050,000. Chad Fish, Principal Investigator.
2. University of Utah – NIH National Cancer Institute; "Cancer Center Support Grant"; \$1,335,242. Mary Beckerle, Principal Investigator.
3. University of Utah – US Department of Energy; "Clean & Secure Energy from Coal"; \$4,615,203. Philip J. Smith, Principal Investigator.
4. University of Utah – US Department of Defense; "Intelligent Prosthesis"; \$2,656,000. Roy D. Bloebaum, Principal Investigator.
5. University of Utah – UT Department of Health; "Medicaid Subaward – Chic"; \$1,706,961. Ernest Charles Norlin, Principal Investigator.

D. Academic Items Received and Approved

1. Program Restructure
 - a. Utah State University
 - i. Specialization in PhD Sociology
2. Name Changes
 - a. University of Utah
 - i. PhD in Experimental Pathology to Microbiology and Immunology
 - ii. Behavioral Science and Health to Health, Society, and Policy
3. Discontinuations
 - a. University of Utah
 - i. MPHIL in Experimental Pathology
 - b. Southern Utah University
 - i. Minor in BA/BS Hotel, Resort, and Hospitality Management
 - ii. Emphasis in Earth Science in BS Geology Composite
4. New Programs
 - a. Utah State University
 - i. Certificate of Proficiency in Design Thinking for Innovation
5. 5 Year Reviews
 - a. Snow College
 - ii. Allied Health
 - iii. Art
 - iv. Auto Technology
 - v. Building Construction
 - vi. Collision Repair
 - vii. Computer Information Science

- viii. Cosmetology
- ix. Criminal Justice – Social Work
- x. Culinary Arts
- xi. Diesel-Heavy Duty Mechanics
- xii. Drafting
- xiii. Farm and Ranch Management
- xiv. Home and Family Education
- xv. Life Science
- xvi. Machine Tool Technology
- xvii. Mathematics
- xviii. Music
- xix. Natural Science
- xx. Physical Education
- xxi. Physical Science
- xxii. Science
- xxiii. Theatre
- xxiv. Traditional Building Skills Institute Program (TBSI)
- xxv. Welding

6. 7 Year Reviews

- a. Utah State University
 - i. Industrial Hygiene
 - ii. Rangeland Resources and Forestry
 - iii. **Geology**

William A. Sederburg
Commissioner of Higher Education

WAS/kl
Attachment

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

Contents of Minutes

Attendance	1
Appointment of Kirsten Schroeder as Board Secretary	2
Commissioner's Report	2
2011 Graduates	
OCHE Staffing Changes	
University of Utah	
OCHE Work Plan	
Upcoming Projects and Initiatives	
Review of One-time Expenditures	3
K-16 Alliance Update	3
UHEAA Financing: UBS Negotiations	3
Resolutions	4
Amend October 2010 Minutes Previously Adopted	4
Reports of Board Committees	
<u>Finance/Facilities Committee</u>	
Capital Development Prioritization (CDP) Cycle, Adoption of Priority Guidelines	5
University of Utah – Approving Resolution, South Jordan Health Center Bond	5
University of Utah – Series 2008 Variable-Rate Hospital Revenue Bonds Refinance	5
Weber State University – Campus Master Plans Update	5
Weber State University – Non-State Funded Project (Swenson/Stromberg Complex Expansion)	5
Snow College – Student Housing Revenue Bond Approving Resolution)	6
Snow College – Property Purchase (Housing Project)	6
Snow College – Peer Institutions List	6
Utah State University – Real Property Acquisition, Moab	6
Proposed Revisions to Policy R513, <i>Tuition Waivers and Reductions</i>	6
Proposed Revisions to Policy R512, <i>Determination of Resident Status</i>	6
UHEAA – Proposed Revisions to Regents Policy R601, <i>Board of Directors of the Utah Higher</i>	
<i>Education Assistance Authority</i>	7
Approving Resolution for Student Loan Bonds	7
Dixie State College – Property Purchase	7
Paulien Facilities Space Study	7

Programs/Planning Committee

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	8
University of Utah -- Minor in Portuguese and Brazilian Studies	8
Southern Utah University -- Minor in Museum Studies	8
Southern Utah University -- Minor in Shakespeare Studies	8
Southern Utah University -- Minor in Sustainability Studies	8
Utah State University -- Master of Science Degree in Economics and Statistics (MS-ES)	8
Southern Utah University-- Bachelor of Arts/Bachelor of Science Degrees in Philosophy	8
Dixie State College -- Fast-Track Certificate of Completion in Computer Forensics	8
Weber State University -- Mission Statement	9
New Emphases	9
Utah Valley University -- Three-Year Reports	9
Outreach Update	9
Early Awareness Guide	9
 General Consent Calendar	 9
 Report of the Chair	 10
 President's Reports	 10
 Adjournment	 11

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

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Vice Chair
Brent Brown
Keith Buswell
France Davis
James Evans
Meghan Holbrook
Nolan Karras
Robert Marquardt
Carol Murphy
Jed Pitcher
David Smith
Mark Stoddard
Teresa Theurer
John Zenger

Regents Excused

David Jordan, Chair
Jerry Atkin
Daniel Campbell
Kathi Garff
Marlon Snow

Office of the Commissioner

William A. Sederburg, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Cameron Martin, Associate Commissioner for Economic Development and Planning
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
David Feitz, Associate Commissioner and Executive Director, UHEAA
Holly Braithwaite, Director of Communications
Gary S. Wixom, Assistant Commissioner for Academic Affairs
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Darren Marshall, Manager of Audit and Financial Services
Andrew J. Stone, Special Assistant to the Commissioner
Joseph Watkins, Utah Student Association Coordinator

Jeff Aird, UCAP Program Manager

Institutional Presidents

F. Ann Millner, Weber State University

A. Lorris Betz, University of Utah

Matthew S. Holland, Utah Valley University

Stephen D. Naduald, Dixie State College

Cynthia A. Bioteau, Salt Lake Community College

Bradley J. Cook, Provost, Southern Utah University

Stan L. Albrecht, Utah State University

Scott L. Wyatt, Snow College

Other institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Regents began the day with the Weber State University Board of Trustees for breakfast. Vice Chair Beesley called the Regents to order in the Committee of the Whole at 9:21 a.m.

Appointment of Kirsten Schroeder as Board Secretary

Kirsten Schroeder was introduced to the Board. **It was moved by Regent Theurer and seconded by Regent Pitcher to appoint Kirsten Schroeder as the Executive Secretary to the Board of Regents. The motion carried unanimously.**

Commissioner's Report

2011 Graduates Commissioner Sederburg thanked the Regents for attending graduation ceremonies. He reported that 28,322 students graduated from USHE institutions in Spring 2011 with a total earning potential of \$1.2 Billion, which is key for Utah's economic development.

OCHE Staffing Changes Commissioner Sederburg announced staffing changes for the Office of the Commissioner for Higher Education including, Kirsten Schroeder, Executive Assistant to the Commissioner and Executive Secretary to the State Board of Regents; Jeff Aird, UCAP Program Manager for Economic Development and Planning; Andrew Stone, Special Assistant to the Commissioner; Mark McCain, Finance and Accounting Manager; and Blair Carruth, Assistant Commissioner for Academic Affairs.

University of Utah Lorris Betz has been appointed as Interim President for the University of Utah. Regent Karras will be the chair of the Search Committee. Regent Karras reported that the committee had been appointed by Chair Jordan and would first meet June 3.

OCHE Work Plan Commissioner Sederburg reported that on May 17 several Regents joined with OCHE staff for a work session. Priorities were identified as Higher Ed Advocacy, Mission Based Funding, Successful Student Participation, Institutional Retention Policies, Technology-Intensive Concurrent Enrollment Courses, Strategic Technology Plan, and Economic Development.

Commissioner Sederburg discussed in depth the Technology-Intensive Concurrent Enrollment. The goal of the project is to create a limited number of technology-intensive concurrent enrollment courses for high schools students to engage them in college level work. Courses will be collaboratively designed and delivered using a "hybrid" instructional model. Project principles include course development through the collaboration of higher education and K-12 faculty, leveraging technology to enhance learning, and system wide assessment of student learning outcomes. Chuck Wight, University of Utah Dean of Graduate Studies, will be the project manager.

Upcoming Projects and Initiatives Commissioner Sederburg gave an update on the Women's College Task Force. Appointments to the task force will be made by the Governor. The purpose of the task force is to create opportunities for women to complete college degrees by looking at offering more flexible options for women and to change how women in the state view completing college.

Review of One-Time Expenditures

Commissioner Sederburg asked the Regents to review their folders for the memo to the Governor's Education Commission regarding One-Time Expenditures; he did not go into further detail.

K-16 Alliance Update

Vice Chair Beesley gave a brief update for the K-16 Alliance. The following top priorities were identified at the last meeting: concurrent enrollment, retention persistence, teacher education, workforce development, curriculum and assessment (developmental and remedial), and access for underrepresented populations through the college access network of Utah.

UHEAA Financing: UBS Negotiations (Tab A)

David Feitz, Associate Commissioner and Executive Director for UHEAA explained that through the dual crises of the melt down of the global financial markets, where UHEAAA had successfully financed student loans for decades and the changing of national student loan policy, with all student loans now being made directly by the Federal government using US Treasury funds, this is the first time in UHEAA'S 34-year history that they have not been making student loans. These key events have resulted in the need for UHEAA to refinance its existing bonds to more favorable structures and to transition UHEAA to become a servicer of Federal Direct Loans under contract with the US Department of Education.

Mr. Feitz continued to share that there is good news; the first is that they completed negotiations with the bank which holds the majority of the Regents' student loan bonds. In negotiating a discount on the bonds, along with the discount that was negotiated last year, the net equity of UHEAA has increased dramatically over the last twelve months. So that they could act in a timely way, the negotiations were reviewed by the Student Finance Subcommittee and approved by the Board of Regents Executive Committee on May 4, 2011. Every effort to be thorough, to reduce risk, and to favorably position the Regents for future economic advantages, was made.

The second piece of good news is that UHEAA is moving ahead with becoming a servicer of student loans under the Federal Direct Loan Program. The Department of Education publically announced UHEAA and the Department have signed a memorandum of understanding which puts them on track to service Direct Loans as of early 2012.

Mr. Feitz concluded in thanking the staff and Regents who contributed time and effort to these accomplishments.

Resolutions

Joyce Cotrell, Regent Holbrook read a Resolution of Appreciation for Joyce Cotrell who served as the secretary for the Board of Regents for 15 years. **Regent Holbrook moved adoption of the resolution and was seconded by Regent Karras. The motion carried unanimously.**

Michael K. Young, Regent Pitcher read a Resolution of Appreciation for Michael K. Young who served as the University of Utah's President for seven years. **Regent Pitcher moved adoption of the resolution and was seconded by Regent Stoddard. The motion carried unanimously.**

Steve Hess, Regent Karras read a Resolution of Appreciation Steve Hess who served as CIO for the University of Utah and with the Utah System of Higher Education. **Regent Karras moved adoption of the resolution and it was seconded. The motion carried unanimously.**

President Betz announced the successor for Steve Hess. Eric Denna has been the CIO for BYU and the LDS Church. He will start on Monday.

Vice Chair Beesley also recognized the departure of Paul Brickman and John Francis from the University of Utah. Paul Brickman has served as the AVP for Budget and Planning for 20 years. John Francis has served for six years as the AVP for Academic Affairs and Dean for Undergraduate Studies, but will now go back to the faculty. Vice Chair Beesley acknowledged and thanked the men for their service.

The meeting was adjourned at 10:00 a.m. for Committee Meetings. Since the Regents were ahead of schedule the Committee Meetings were held from 10:00-11:30 a.m., followed by the Committee of the Whole from 11:30 a.m.-12:30 p.m. instead of the scheduled afternoon session.

Following meetings of the Board committees, the Regents reconvened in Committee of the Whole called to order by Vice Chair Beesley at 11:30 a.m.

Amend October 2010 Minutes Previously Adopted (Tab GG)

It was moved by Regent Zenger and seconded Regent Brown to approve the October 2010 meeting minutes. The motion carried unanimously.

Reports of Board Chairs

Finance/Facilities Committee

Capital Development Prioritization (CDP) Cycle, Adoption of Priority Guidelines (Tab B).

Regent Karras explained that this is a change to the Capital Development Prioritization-CDP, adopted by the Regents last year for prioritization of USHE capital facilities needs. Last year's process had only 15 Regents Priority Points available, but Regents felt there were not enough discretionary points to provide differentiation for capital prioritization. This is a change to policy R741, to allow the Regents to award up to 25 points per institution, as indicated in Tab B. **It was moved by Regent Karras and seconded by Regent Stoddard to adopt the change in policy and the Priority Guidelines of the CDP as indicated in Tab B. Motion passed unanimously.**

University of Utah – Approving Resolution, South Jordan Health Center Bond (Tab C).

The University of Utah has requested authorization of a revenue bond for the purchase of the South Jordan Health Center. This facility is an addition to the University of Utah health care system. Construction was originally authorized with a lease/purchase option contract and because of continuing favorable financial market conditions the University desires to exercise the purchase option at this time. **It was moved by Regent Karras and seconded by Regent Pitcher to approve of the authorization to issue a revenue bond as outlined in Tab C. The Motion passed unanimously.**

University of Utah – Series 2008 Variable –Rate Hospital Revenue Bonds Refinance (Tab D).

Last year the Regents authorized the University of Utah to refinance variable-rate hospital revenue bonds. Due to a subsequent unfavorable shift in the financial market, the decision was made to delay the issue. The University of Utah subsequently requested bids to explore a private placement of the bond refinance. The JPMorgan Chase bid proposed for acceptance is expected to result in a 3.6% refinance which is less than the "not-to-exceed" rate of 3.89% listed under Tab D. **It was moved by Regent Karras and seconded by Regent Pitcher to grant approval for the University of Utah to refinance the hospital revenue bonds as outlined in Tab D. Motion passed unanimously.**

Weber State University – Campus Master Plans Update (Tab E).

The Regents reviewed the campus master plan for Weber State University. Regent Karras highlighted two items including the new science building, which will be built after taking down Buildings 3 and 4, and the completion of the corridor between north and south campus, by acquiring some homes and completing new student housing. The first phase of the residence halls is currently under construction and two others will be completed in two years. **Regent Karras moved to approve the Weber State University Master Plan. Regent Holbrook seconded the motion. The motion passed unanimously.**

Weber State University – Non-State Funded Project (Swenson/Stromberg Complex Expansion (Tab F).

Weber State University (WSU) has requested authorization to make an \$8 million expansion to the Swenson/Stromberg Complex, as well as authorization to request legislative approval to issue revenue bonds to finance the project. This is a large open building used for various sport and recreational functions. WSU will pay an existing student-fee financed bond this year and the revenue stream that serviced those bonds will support the new bond issue without requiring an increase in the current level of student fees. WSU asked permission to go to the

legislature to receive permission to bond, and for permission to design the building now to take advantage of continuing favorable financial markets. The goal of WSU is to save money by rolling the Swenson/Stromberg bond in with the upcoming bond for the new Davis Campus Building that was approved recently by the legislature. **It was moved by Regent Karras and seconded by Regent Stoddard to approve Weber State University to proceed with design work and seek legislative authorization to issue up to \$8 million in revenue bonds. The motion carried unanimously.**

Snow College – Student Housing Revenue Bond Approving Resolution (Tab G).

In August 2010 the Regents approved Snow College's request to seek legislative authorization to issue a revenue bond for new student housing. It was approved by the legislature, and now Snow College requests the Regents to approve the Authorizing Resolution to issue revenue bonds. **It was moved by Regent Karras and seconded by Regent Holbrook to approve the amended Tab G to approve the Snow College Student Housing Revenue Bond Resolution. The motion carried unanimously.**

Snow College – Property Purchase (Housing Project) (Tab H).

Snow College needs to purchase property and housing for parking next to the new student housing facility. This issue was discussed at length in the Finance/Facilities Committee and it is their recommendation to approve the purchase as indicated in Tab H. **It was moved by Regent Karras and seconded by Regent Pitcher to approve the property purchase as indicated in Tab H. The motion carried unanimously.**

Snow College – Peer Institutions List (Tab I).

Snow College is the sixth institution to have their peer list updated by the Commissioner's Office. The peer institutions list is used for comparison purposes. Upon discussion in the Finance/Facilities Committee it is their recommendation that the Regents approve the list with the modification of the exception of Monroe Community College in New York. **It was moved by Regent Karras and seconded by Regent Stoddard to approve the list with the modification of removing Monroe Community College. The motion carried unanimously.**

Utah State University – Real Property Acquisition, Moab (Tab J).

Utah State University requests permission to purchase the former Moab City Hall building at the appraised value of \$740,000. The building is partially rented, and Utah State University will continue to rent it is needed for rapidly growing enrollment and related needs in the Moab area. The Finance/Facilities Committee recommends its approval. **It was moved by Regent Karras and seconded by Regent Pitcher. The motion passed unanimously.**

Proposed Revisions to Policy R513, *Tuition Waivers and Reductions* & Proposed Revisions to Policy R512, *Determination of Resident Status* (Tab K and Tab L).

These policy revisions are in response to mandated changes from the legislature to tuition waivers and reductions and determination of resident status for dependents of military personnel. The change to tuition waivers and reductions apply to dependents of certain deceased military personnel and the change to the policy on determination of resident status applies to children of certain military personnel. This change in policy is a response to the changes by the legislature. **Regent Karras moved and Regent Holbrook seconded to change policy R513 and R512 as outlined in Tab K and Tab L. The motion carried unanimously.**

UHEAA – Proposed Revisions to Regents Policy R601, Board of Directors of the Utah Higher Education Assistance Authority (Tab M).

Due to congressional act HR 4872, the Health Care and Education Affordability Reconciliation Act of 2010, all federal loans are now made under the Direct Loan Program. Since UHEAA no longer provides loan guarantees for students and schools, the UHEAA Board of Directors passed a proposal to reduce the size of the UHEAA Board from 15 to 13, as they no longer require student input. **It was moved by Regent Karras and seconded by Regent Stoddard to approve the changes to board as indicated in Tab M. The motion carried unanimously.**

Approving Resolution for Student Loan Bonds (Amended Agenda Tab 1).

In October 2011, the Regents approved the issuance of student loan bonds within a new stand alone trust, however after the bond council looked at the issue, they decided it was best to keep the existing 1993 trust. This is a technical amendment for the Regents to adopt due to the change in using the original trust. Regents' approval for the resolution for the issuance of student loan revenue bonds is necessary to refund certain bonds that remain outstanding to more closely align borrowing costs with returns. **It was moved by Regent Karras and seconded by Regent Pitcher to approve the resolution for student loan bonds as outlined in Tab 1. The motion carried unanimously.**

Dixie State College – Property Purchase (Tab N).

Under certain circumstances, an institution's Board of Trustees can approve property purchases without the approval of the Regents, as long as they are in the master plan. DSC recently purchased a property and is requesting authorization to purchase another property that is not contiguous to the campus, being separated by the city cemetery. However the property was included in the campus master plan area that was approved by the Regents in March, 2011. **It was moved by Regent Karras and seconded by Regent Zenger to approve the purchase of the noncontiguous land because it was part of the Dixie State College master plan as outlined in Tab N. The motion carried unanimously.**

Paulien Facilities Space Study (Tab S).

Regent Karras asked that the Regents read the information items on the agenda in Tab O, P, Q and S. However, he called the Regents' specific attention to the information item Paulien Facilities Space Study. The space study is underway and will be completed by September 16, 2011. This process will update inventory of current USHE institutional facilities, update space guidelines and bring clarity to space classifications across the system. Regent Karras also discussed that the purpose of the process is to update standards on how much space per student is needed so to clearly provide Regents with quantitative data and forethought when considering capital priority projects. Associate Commissioner Greg Stauffer also added that visits to each campus have been made. The feedback has been useful for the campuses, and the process has been positive and productive thus far. The steering committee will be meeting again to address some issues and changes, and a revised report will be released in a couple of months.

Regent Karras announced that the Finance/Facilities Committee Report had concluded.

Vice Chair Beesley requested that the Programs/Planning Committee begin their report.

Programs/Planning Committee

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).

Regent Zenger pointed out that this item is unusual as it is coming from six USHE institutions, as they request approval to offer an Associate of Applied Science Degree in General Technology effective Fall 2011. 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. **It was moved by Regent Zenger and seconded by Regent Davis to approve the new degree as proposed in Tab T. The motion carried unanimously.** Commissioner Sederburg reflected that this is a significant step forward in the USHE relationship with UCAT.

University of Utah – Minor in Portuguese and Brazilian Studies (Tab U); Southern Utah University – Minor in Museum Studies (Tab X); Southern Utah University – Minor in Shakespeare Studies (Tab Y); and Southern Utah University -- Minor in Sustainability Studies (Tab Z).

Regent Zenger requested permission to combine all requests for minors together. **Regent Zenger moved to approve the minor in Portuguese and Brazilian Studies at University of Utah, and Museum Studies, Shakespeare Studies, and Sustainability Studies at Southern Utah University as outlined in Tab U, X, Y and Z. Regent Smith seconded the motion. Motion passed unanimously.**

Utah State University – Master of Science Degree in Economics and Statistics (MS-ES) (Tab V).

Utah State University requests a new research focused Master of Science Degree in Economics and Statistics that will be administered jointly by the Department of Applied Economics, the College of Agriculture, and the Department of Mathematics the College of Science. This came about with the split of the former Department of Economics. **It was moved by Regent Zenger and seconded by Regent Smith that the Regents approve the Master of Science Degree in Economics and Statistics as outlined in Tab V. The motion passed unanimously.**

Southern Utah University – Bachelor of Art/Bachelor of Science Degrees in Philosophy (Tab W).

Southern Utah University requests a new degree in Philosophy. This program is a foundational degree offered as a BA and BS effective Fall 2011. The Programs/Planning Committee determined that all the requirements have been met for this new degree. **It was moved by Regent Zenger and seconded by Regent Brown to approve the new BA/BS Degrees in Philosophy as outlined in Tab W. The motion was unanimously approved.**

Dixie State College – Fast Track Certificate of Completion in Computer Forensics (Tab AA).

Dixie State College is requesting a Fast Track Certificate of Completion in Computer Forensics. **It was moved by Regent Zenger and seconded by Regent Brown to approve. The motion carried unanimously.**

There was some discussion of why a request for a fast track certificate was presented to the Board of Regents as opposed to seeking approval from the Board of Trustees. It was agreed that the Regents may want to look at that process, and instead of an action item it may be listed under information.

Weber State University – Mission Statement (Tab BB).

Weber State University (WSU) requests changes to their mission statement as it appears in Regents' Policy R312. The change in wording is to better align the statement with the Northwest Commission on Colleges and Universities (NWCCU) Standard One mission and core theme requirements. Regent Zenger drew attention to the new term "region" adding that WSU is really functioning at a regional capacity. President Millner agreed that "region" is the most significant term added to the mission statement as well as making it more readable, and aligning it with the NWCCU. **It was moved by Regent Zenger and seconded by Regent Brown to adopt the changes to Weber State University's mission statement as outlined in Tab BB. The motion carried unanimously.**

New Emphases (Tab CC).

This request includes a long list of academic new emphases from University of Utah, Southern Utah University and Utah Valley University. Emphases have been identified as helpful to help students with employment and graduate school applications. They do show up on academic transcripts but not on diplomas. **It was moved by Regent Zenger and seconded by Regent Davis to approve the new emphases as outlined in Tab CC. The motion passed unanimously.**

Utah Valley University – Three Year Reports (Tab DD)

The purpose of the three year reports from Utah Valley University in the following programs: BA in ASL and Deaf Studies Education, BA in Deaf Studies, and BS in Software Engineering; is to reflect back to see if the degree actually did what was originally expected. This includes aspects such as enrollment, financial impact, and student output. The Program/Planning Committee was satisfied that these degrees have had a positive impact. **It was moved by Regent Zenger and seconded by Regent Brown to accept the reports as in Tab DD. The motion carried unanimously.**

Outreach Update (Tab EE) and Early Awareness Guide (Tab FF).

Regent Zenger pointed out the remaining information items including the publication "How to Prepare for Your Future". This was funded by a special grant applied for and received by the Commissioner's Office. The pamphlet includes the most up-to-date description of high school course selections and recommendations, and has been widely disseminated to sophomores and juniors at high schools.

Regent Zenger concluded his report of the Programs/Planning Committee.

Consent Calendar (Tab HH)

On a motion by Regent Marquardt and second by Regent Theurer, the following items were approved 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 – (On file at the Commissioner's Office)
- C. Awards – (On file at the Commissioner's Office)
- D. Academic Items Received and Approved (On file at the Commissioner's Office)

Report of the Chair

Vice Chair Beesley explained that throughout the course of the Committee of the Whole, the items for the Report of the Chair had already been discussed.

On a motion by Regent Davis and second by Regent Zenger, the Board of Regents requested authorization to go into Executive Session for the purpose of discussing personnel matters. The motion carried.

Upon the suggestion of Commissioner Sederburg, Vice Chair Beesley asked that each of the Presidents give a short update.

President Wyatt reported that on October 5, 2010, President Obama called the first Community College White House Summit, and announced the Aspen Prize for Community College Excellence. Snow College was found in the top 10% of the 1200 community colleges in country. The criteria they looked at used persistence and competition, improvement, and equal opportunity for racial, social and economic backgrounds. This was a great honor.

Provost Cook reported that the Sothern Utah University is occupied with implementing their academic road map that will also include a mission statement revision.

President Bioteau thanked the Regents who attended Salt Lake Community College's commencement. For the first time commencement exercises were held off campus at The Maverick Center. In the last five years, SLCC has increased the number rate of completion by over 34%. In addition, this last graduating class, 55% were women, 45% were men. This portrays the importance of flexibility, and access and infrastructure for completion. Summer term has seen a 20% increase in enrollment, however starting with Fall the college's capacity has been reached and she asked for support from colleagues and Regents.

President Nadauld announced Dixie State College is celebrating its centennial year. They too are graduating more women than men. They are excited about the new Holland Centennial Commons Building which will open in a year from now. Dixie's biggest challenge is growth, they experienced a large increase in summer enrollment and expect a double digit increase in Fall enrollment. They are not sure if they can accommodate all of the students who have applied for admission.

President Holland announced they had they largest graduating class ever, and for the first time they had more bachelor graduates than associates. They just finished holding their "Doing Business with China Conference" which was a success and an outcropping of the University's business strategy.

President Betz announced that the University of Utah is not quite through commencement, the last ceremony will be for the medical school graduates. The word of moment on campus is transition, with Mike Young departing and Dr. Vivian Lee replacing Dr. Betz as head of Health Sciences as of July 1. Other news included a stage currently being built in the stadium for the U2 concert Tuesday night using over 20 tracker trailers.

Minutes of Meeting

May 2011

Page 11

Vice Chair Beesley referred to a proposed Board of Regents schedule for the remainder of the 2011-2012 academic year and asked for Regents feedback. The proposed dates are January 20, 2012 at the University of Utah, March 30 at Southern Utah University, and May 18 at Snow College.

Vice Chair Beesley recognized Regent Jerry Atkin on coming up on completion of two full terms. Vice Chair Beesley praised him as a great leader, who chaired the Finance/Facilities Committee and who was involved in UHEAA.

Vice Chair Beesley concluded the meeting at 12:27 p.m. The Regents joined President Ann Millner for lunch to listen to a Weber State University student panel followed by entering into an Executive Session meeting to discuss personnel issues.

Kirsten Schroeder, Secretary

Date Approved:

July 6, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah State Board of Regents Meeting Schedule

Issue

In compliance with Utah Code, and the Open Public Meetings Act, the Office of the Commissioner for Higher Education has requested approval of the State Board of Regents meeting schedule for the remainder of the academic calendar year 2011-2012.

Background

Previously the State Board of Regents meeting schedule following the calendar year. In an attempt to better align with our institutions' planning cycle, the meeting schedule is moving to follow the academic calendar year. The schedule for the remainder of the 2011 calendar year was approved on October 29, 2010. In this transitional year, the Regents approval of the meeting schedule is needed only for the remainder 2011-12 academic year (January – May 2012).

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed State Board of Regents meeting schedule for the academic year 2011-12.

William A. Sederburg
Commissioner of Higher Education

WAS/KLS
Attachment

*State Board of Regents
Meeting Schedule
2011 -2012*

Scheduled Dates:

Approved October 29, 2010

*Friday, September 16, 7:30 a.m - 4:00 p.m
Snow College*

*Friday, November 18, 7:30 a.m - 4:00 p.m
Utah Valley University*

Proposed Dates:

Pending approval

*Friday, January 20, 7:30 a.m - 4:00 p.m
University of Utah*

*Friday, March 30, 7:30 a.m - 4:00 p.m
Southern Utah University*

*Friday, May 18, 7:30 a.m - 4:00 p.m
Snow College*

** Schedule is subject to change.*