STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERSITY, OREM, UTAH
SORENSEN STUDENT CENTER
NOVEMBER 18, 2011

AGENDA

**7:30 – 8:50 a.m.**   **BREAKFAST MEETING – STATE BOARD OF REGENTS, UVU BOARD OF TRUSTEES, PRESIDENT HOLLAND, COMMISSIONER SEDERBURG**
(Student Center 213c)

8:30 a.m.   Continental Breakfast (Centre Stage)

**9:00 – 10:45 a.m.**   **COMMITTEE OF THE WHOLE** (Centre Stage)

1. Administration of Oath of Office to Regent Wilford Clyde
2. Introduction of Stan Jones, President of Complete College America
3. Underserved Populations
   a. "Expect the Great" – College and Career Readiness Fair          TAB A
   b. Whitepaper "Access and Attainment: Utah's underserved, low-income, first generation and historically underrepresented student populations"          TAB B
4. Commissioner's Report

10:45 a.m.   Refreshment Break (Centre Stage)

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

FINANCE/FACILITIES COMMITTEE
Regent Nolan E. Karras, Chair
Location: Student Center 213b

ACTION:
1. Utah Valley University – Campus Master Plan          TAB C
2. Utah State University – Non-state Funded Athletics Strength & Conditioning Center          TAB D
3. Proposed Revisions to Regents' Policy R513- Tuition Waivers and Reductions          TAB E
4. Southern Utah University – Housing Revenue Bond Approval          TAB F

INFORMATION:
1. Annual Report on Foreign Gifts and/or Donations          TAB G
2. USHE – Annual Report on Leased Space          TAB H
3. USHE – Institutional Residences Annual Report          TAB I
4. Capital Facilities Update: State Building Board Meeting          TAB J
5. USHE – Fall 2011 Enrollment Report          TAB K
6. Paulien Facilities Space Study Update          TAB L
7. NCHEMS Funding Equity Study          TAB M

PROGRAMS/PLANNING COMMITTEE
Regent John H. Zenger, Chair
<u>Location: Student Center 213a</u>

ACTION:
1. Revision of Regents' Policy R605: Higher Education Success Stipends              TAB N
2. Revision of Regents' Policy R165: Concurrent Enrollment                      TAB O
3. Adoption of Regents' Policy R465: Course Materials Affordability          TAB P
4. Revision of Regents' Policy R481: Academic Freedom,  Professional Responsibility, Tenure, Termination
         and Post-Tenure Review                      TAB Q
5. Revision of Regents' Policy R401: Approval of New Programs, Program Changes,
         Discontinued Programs, and Program Reports            TAB R
6. University of Utah – Minor in Book Arts                              TAB S
7. Utah State University – Minor in Chinese Teaching                 TAB T
8. Dixie State College – Bachelor of Science in Physical Science Composite Teaching      TAB U
9. University of Utah – Three-Year Reports                        TAB V
    a. Master of Arts in World Language with Secondary Licensure
    b. Master of Occupational Health and Master of Science in Occupational Health
    c. Master of Science in Clinical Investigation
    d. PhD in Rehabilitation Sciences

INFORMATION:
1. Utah Scholars Initiative Annual Report                              TAB W
2. USHE Secondary School Administrators and Counselor Conference         TAB X
3. StepUp Utah Campaign                                      TAB Y
4. Report to Legislature on the New Century and Regents' Scholarships         TAB Z
5. Draft 2011 Report of the 2020 Plan                            TAB AA
6. USHE – Fall 2011 Enrollment Report                            TAB BB


**12:00 – 1:00 p.m.**          **Lunch** (Centre Stage)


**1:00 – 1:30 p.m.**          **State of the University - President Holland** (Centre Stage)


**1:30 – 3:00 p.m.**          **COMMITTEE OF THE WHOLE** (Centre Stage)

1. Reports of Board Committees
2. General Consent Calendar                                  TAB CC
3. Utah Valley University – Technology Strategy              TAB DD
4. Senator Stephen Urquhart
5. Report of the Chair

**3:00 – 4:00 p.m.**          **EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**
                                      (Student Center 213c)

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

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November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:    William A. Sederburg

SUBJECT:    "Expect the Great" College and Career Readiness Fair

### Background

In late spring, President Matthew Holland took a few Utah Valley University administrators to visit Regent France Davis and his congregation at the Calvary Baptist Church. During this visit, Regent Davis expressed his desire to have the Utah System of Higher Education host a college and career fair targeting his congregation and other members of the African/AfricanAmerican/Black communities. President Holland reached out to President Cynthia Bioteau of Salt Lake Community College and asked for her support and willingness to host the event. Together, they asked their fellow presidents to support this endeavor through a financial and staff resources. With their support, along with a commitment from President Michael Bassis of Westminster College, a planning team was assembled in the late summer and plans were underway for a fall event.

### Issue

On October 15, 2011, the Utah System of Higher Education and Westminster College sponsored the *"Expect the Great...Build-Invest-Connect"* College and Career Readiness Fair hosted at the Salt Lake Community College Taylorsville/Redwood Campus. This was a first time event with the purpose of reaching out to Utah's African/African American/Black communities to provide information, resources and support to prepare for postsecondary education and careers. The event was funded by a generous contribution from each of the President's Office of the USHE institutions and Westminster College, and in-kind donations from various institutions, as well as the College Access Challenge Grant, UHEAA and UESP. This event was coordinated by Co-Chairs Aretha Minor, Director, Utah College Advising Corps at the University of Utah and Shad Sorenson, Associate Vice President for Student Affairs at Utah Valley University, and a planning committee comprised of institutional representatives. This event was supported by Melissa Miller Kincart, Kellie Mieremet, Darby Thomas from the Outreach and Access department within the Commissioner's Office, and staff from the Outreach Teams in UESP and UHEAA.

Postcard invitations were created and distributed throughout the predominately African American/Black church congregations in Salt Lake City and throughout the Ogden/Weber area. A targeted mailing was sent to high school students in SLC, Granite, and Ogden districts. Approximately 400+ prospective students, parents, families, community members, k-12 educators, institution's Black Student Union/clubs members, admissions, recruitment, financial aid, human resources, student services staff, and employers were in attendance. Vice President for Student Affairs at Salt Lake Community College, Deneece Huftalin welcomed the group, followed by opening remarks from Regent France Davis and UVU President, Matthew

Holland. Marlin Clark, Dean of Students at Salt Lake Community College was the luncheon speaker and participants enjoyed entertainment from Voices of Africa, a student club from BYU/UVU and a Step performance by Ladies of Today, which is an organization that provides young women ages 13-18 a safe space to explore their strengths, learn of their cultural heritage, and nurture skills to enrich their personal and academic success.

Participants were able to attend workshops on: *Job Skills, Personalized Resume Building, Entrepreneurship Opportunities, College Readiness, and a facilitated panel of representatives from the Black Greek Letter Organizations.* Additionally, a College and Career Readiness Fair provided participants with general information on admissions and financial aid for traditional applicants, non-traditional and reentry students. Institutional team members provided one-on-one advising, as well as referral services. Participants also were provided information on multicultural student support including: student organizations, leadership opportunities, tutoring and mentoring resources. USHE institutions, Westminster College, UtahFutures, and UESP had information booths, and were able to answer questions and distribute materials for the upcoming academic year.

One of the event highlights was the facilitated panel discussion by our African/African American/Black students from our various colleges and universities. These students engaged participants by sharing their experiences regarding transitioning from high school to college, managing the demands of college coursework, identity issues, family commitments and working, as well as tips for balancing life and college. Their individual stories of real life challenges, successes, and commitment to their education were compelling. These students also served as greeters and guides to participants throughout the event. This was one of the first times, in recent years, that these African/African American/Black students from our colleges and universities had the opportunity to meet and get to know one another. As a result of engaging these students for this event, they plan to continue to meet on an on-going basis, and have selected two representatives from each institution to participate in this consortium group.

This event was further enhanced by the participation of 19 local employers.

| Employers | | | |
|---|---|---|---|
| Aerotec CE | IRS | Smith's Food & Drug | Verizon |
| American Express | L-3 Communications | University of Utah | Walgreens |
| ARUP Laboratories | Prudential | UPS | WesTech Engineering, Inc. |
| Bureau of Land Management | Questar Corporation | Urban Talent Management | Zion's Bank |
| Goldman, Sachs & Co. | Salt Lake Community College | Utah Valley University | |

These employers were able to share with participants current job openings, internship opportunities, and preparation and skill information to assist them in becoming career ready. The employers who participated have already inquired when the next event will be; in addition, we have received several requests from those who were unable to attend but wish to do so future.

## Next Steps

We received 180 evaluations. The evaluation was available in hard copy at the event and those who completed were eligible for a prize drawing. Given the feedback we received, as well suggestions from the planning committee, we have determined the following next steps.

- Move forward with an annual targeted participant event hosted in late October early November on a Saturday. The event offerings will include workshops and resource fair but with a careful attention to not "over program" so the event is free flowing.
- Consider hosting the event at Weber State University or another campus in the Salt Lake Valley to expose participants to multiple institutions within the communities in which they reside.
- Continue coordination of this effort through the existing planning committee, add additional campus representation of staff and faculty by expanding working groups, invite more public education participation in the planning process, and rotate the co-chair position.
- Look to incorporate additional information on transfer options, career services resources, college readiness skills while in high school, jobs for veterans and teens, and need-based aid.
- Given the diversity initiatives of many employers they are eager to participate in an event such as this and would be willing to pay. A fee for employer participation or sponsorships could help defray some of the costs associated with delivering this event.
- With additional lead time in planning for next year, the group would like to intentionally work with junior and high school AVID, GEAR UP, and TRIO programs to offer this event as a potential field trip option for their African/African American/Black participants.

This was an amazing event for those who participated. There was energy, excitement, and it was family friendly. This event was unlike any other; institutions came together with financial, staff commitments and resources to make it possible. It uniquely brought many of our Utah workforce partners and those from higher education together to meet an unmet need for the African/African American/Black communities. This was merely a starting point, but successful one at that. This event model could be considered for future event offerings for other underrepresented populations.

## Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

<br>

William A. Sederburg
Commissioner of Higher Education

WAS/MMK

November 9, 2011

MEMORANDUM


TO:            State Board of Regents

FROM:          William A. Sederburg

SUBJECT:       Whitepaper "Access and Attainment: Utah's underserved, low-income, first generation and historically underrepresented student populations"

## Background

This whitepaper was written at the request of Regent France Davis for the State Board of Regents, the Utah System of Higher Education's (USHE) and Office of the Commissioner, to raise awareness and focus on strategies to improve  college access and success for Utah's underserved, low-income, first generation and historically underrepresented student populations. We recognize the importance in assisting these students in their personal development and academic success, as this investment will collectively help Utah to better meet the economic and civic needs of our state and communities.

## Issue

To reach the goal of 66 percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020 to meet Utah's workforce needs we must reach, enroll and graduate students who are currently not part of or likely  to enroll in college. These students often have substantial barriers and needs that impede their degree attainment. Many have the sole responsibility of providing for their family and must make ends meet by working full-time, in some cases at least two jobs while overcoming stereotypes, cultural differences, and difficult community situations. Given the growing diversity of Utah's population and the disparity in college attainment we must improve our efforts to reach out to the underserved and historically underrepresented populations across the state.

Based on the thoughtful dialogue, Regent Davis suggests that the Utah State Board of Regents seriously consider the following recommendations.

1) Advocate and win support for increased funding of Success Stipends to provide assistance for students with the most need (a $2.5 million increase was recommended in the budget request approved by the Board in September).
2) Expand summer semester offerings or bridge programs.
3) Enable flexibility and use of technology in course delivery.
4) Consider individualized review of applicants (Holistic Admissions).
5) Raise K-16 expectations.

6) Advocate and win support for increased funding to Adult Basic Education, GED programs, and non-credit career and technical education programs.
7) Provide inclusive family support services.
8) Enrich student academic support services.
9) Create or designate a senior level administrative position for access and opportunity.

In our current fiscal environment and limited resources, the charge to respond to the goal of 66 percent of Utahns—men and women age 25 to 64—with postsecondary certificates or degrees by the year 2020 seems daunting, especially since we must reach more underserved, low-income, first generation and historically underrepresented student populations. These recommendations are merely a starting point but are intended to be realistic strategies to create awareness and encourage re-thinking of policies and practices. Improving postsecondary participation and completion for all Utahns requires a significant commitment from both public and higher education. Long-term success is dependent on sustained efforts from both systems and engaging key stakeholders and policymakers in taking the needed action to produce desired outcomes.

## Commissioner's Recommendation

The Commissioner recommends that the Board of Regents formally accept this report and thanks those who have devoted time to this important assignment, and that the system work to implement its recommendations.

 

William A. Sederburg
Commissioner of Higher Education

WAS/MMK
Attachment

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

### Executive Summary

This whitepaper was written at the request of Regent Davis for the State Board of Regents, The Utah System of Higher Education's (USHE) and Office of the Commissioner, to raise awareness about the importance of increasing college access and success for Utah's underserved, low-income, first generation and historically underrepresented student populations. Our system recognizes the importance in assisting these students in their personal development and academic success, as this investment will collectively help Utah to better meet the economic and civic needs of our growing global community.

**Key Findings:**
- It is crucial, as the United States becomes more diverse and faces the challenges of a changing global economy, that we focus on education as a public good and the need to invest in an educated citizenry.
- Research asserts the educational benefits of diversity. During the college years, students are in a critical developmental stage. Opportunities for interaction and learning with diverse populations fosters students' academic and social growth, which are increasingly important in our changing workforce and prepares students for the world in which they will work. (Gurin, Dey, Hurtado and Gurin, Harvard Educational Review, 2002.)
- To reach the goal of 66 percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020: specifically, to have Utah's workforce with a quality postsecondary certificate or degree that leads to a livable wage, we must capture the students who are currently outside of, or not inclined to enter into the Utah System of Higher Education.
- These students have substantial barriers and needs that impede their degree attainment. Many have the sole responsibility of providing for their family and must make ends meet by working full-time, in some cases at least two jobs while overcoming stereotypes, cultural differences, and difficult community situations.
- Given the growing diversity of Utah's population and the disparity in college attainment, we must further and deepen our efforts to reach out to the underserved and historically underrepresented populations across the state.
- Utah's higher education institutions are actively implementing best practice methods, as well as being supported by system led statewide efforts, to improve the access and attainment of underserved, low-income, first generation, underrepresented students.

**Recommendations:**

We must direct broad and significant attention and resources to non-traditional aged and underrepresented populations. After a review of demographic data and literature regarding barriers, issues, and support mechanisms that support underserved, low-income, first generation and historically underrepresented students we ask the Utah State Board of Regents consider and work as a system to adopt the following recommendations, which are listed in no particular order.

1) **Advocate and win support for increased funding of Success Stipends to provide assistance for students with the most need.**
2) **Expand summer semester offerings or bridge programs.**
3) **Enable flexibility and use of technology in course delivery.**
4) **Consider individualized review of applicants (Holistic Admissions).**
5) **Raise K-16 expectations.**
6) **Advocate and win support for increased funding to Adult Basic Education, GED programs, and non-credit career and technical education programs.**
7) **Provide inclusive family support services.**
8) **Enrich student academic support services.**
9) **Create or designate a senior level administrative position for access and opportunity.**

**Conclusion:**

In our current fiscal environment and limited resources, the charge to respond to the goal of 66 percent of Utahns—men and women age 25 to 64—with postsecondary certificates or degrees by the year 2020 seems daunting, especially since we must reach more underserved, low-income, first generation and historically underrepresented student populations who have not been inclined to enter into the Utah System of Higher Education. These recommendations are merely a starting point. But are intended to be realistic strategies to create awareness and encourage re-thinking of policies and practices. Improving postsecondary participation and completion for all Utahns requires a significant commitment from both public and higher education. Long-term success is dependent on sustained efforts from both systems and engaging key stakeholders and policymakers in taking the needed action to produce desired outcomes.

## Introduction

### Why Higher Education?

The attainment of postsecondary education provides myriad benefits to individuals and society as a whole. According to the 2011 Dan Jones and Associates and Cicero Group Prosperity 2020 findings, the benefits of postsecondary education in Utah lead to increases in: lifetime earnings, career satisfaction, health and personal wellbeing, and community engagement. College participation also decreases: poverty rates, incarceration, and social program reliance. The NCES report findings further suggests that lower collective educational levels produces: fewer goods and services, declining tax fund revenue, lower access to health care, and more people in need of taxpayer support. There is no question that a more educated citizenry contributes to the social and economic health of a community. The data also suggests that if we do not invest in educating a broader portion of our Utah community, a greater portion of future finances of our state will be used on prisons and a host of social services. According to the Chronicle of Higher Education (March 14, 2008), from 1987-2007, states have increased corrections budgets by 127 percent while the increase to public and higher education systems have been nominal or declining. The article noted that there are five states that spend more money on prisons than on public colleges – Connecticut, Delaware, Michigan, Oregon, and Vermont.

### Who is Not Accessing Higher Education?

To reach the goal of 66 percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020: specifically, to have Utah's workforce with a quality postsecondary certificate or degree that leads to a livable wage it will require an increase in participation by approximately 76,000 students in addition to the 33,000 new students expected due to population growth. In order to do so, we must capture the students who are currently outside of, or not inclined to enter into the Utah System of Higher Education, we must direct broad and significant attention and resources to non-traditional aged and underrepresented populations.

The state of Utah follows national trends concerning persisting disparities and gaps in achievement based on socioeconomic status, race, parental education level, and language of origin.

- **Gender** – The state of Utah is inversely proportional to the national statistics concerning access to higher education. Nationally, women make up 57 percent of college participation while the average in Utah remains 48 percent.

- **Socioeconomics** – Students from low socioeconomic backgrounds and whose parents did not attend or complete college are less likely to attend and complete college and less likely to have access to vital information concerning financial aid, school choices, majors, matriculation, and other issues that accompany the higher education system.

- **Race/Ehtnicity** – Alemán & Rorrer (2007) reported significant gaps in educational achievement between Latino students and white students on various measures (CRT scores, AP course participation, ACT scores, higher education participation, etc.). In Fall, 2010, USHE reported a total of 173,017 students enrolled across the system. The racial breakdown shows that less than 6 percent of students self-identified as Hispanic compared to 13 percent of Utah population being Hispanic (U.S. Census Bureau, 2010). In particular, young men of color are facing a number of obstacles to higher education including: overcoming difficult home and community situations; working full-time, avoiding addictions, dealing with stereotypes; being tracked into academic situations that are not supportive, and integrating cultural traditions within the educational system (College Board: The Educational Experience of Young Men of Color, 2011).

- **Age** – The percentage of adults in Utah without a college certificate or degree is currently 39 percent. This suggests that efforts to improve this percentage must not only focus on the K-12 pipeline but on the current populations of thousands of adults with some college but without having completed a degree or certificate. In light of the economic downturn, this population of adults, termed "non-traditional students", is growing in the state of Utah. These adults are out of work, are working part-time, or even full-time to support families and are seeking flexible, accessible, and high quality educational opportunities to improve their economic situation. Institutions of higher education are working hard to provide greater flexibility of course offerings via technology-enriched education, evening and weekend classes, and summer semester expansion.

**3**

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

## Data Points

Given the growing diversity of Utah's population and the disparity in college attainment, in order to reach the goal of 66 percent by 2020, we must further and deepen our efforts to reach out to the underserved and historically underrepresented populations across the state and encourage college attendance and completion. Please consider the following data points.

**Utah's Shifting Demographics:**
- An estimated 148,000 new students will enter our K-12 public schools by 2030 much of which will be minority growth. (Perlich and Reeve, Bureau of Economic and Business Research BEBR, 2009.)
- In three school districts - Salt Lake City, Ogden and San Juan County—the state's traditional minority population is the majority. (Salt Lake Tribune, June 11, 2010.)
- In the 2000 Census, the White population of Utah accounted for 89 percent of the state's population, according to the 2010 Census this percentage has now dropped to 86 percent. (United State Census Bureau, 2011.)

Figure 1



Population Change 2000-2010
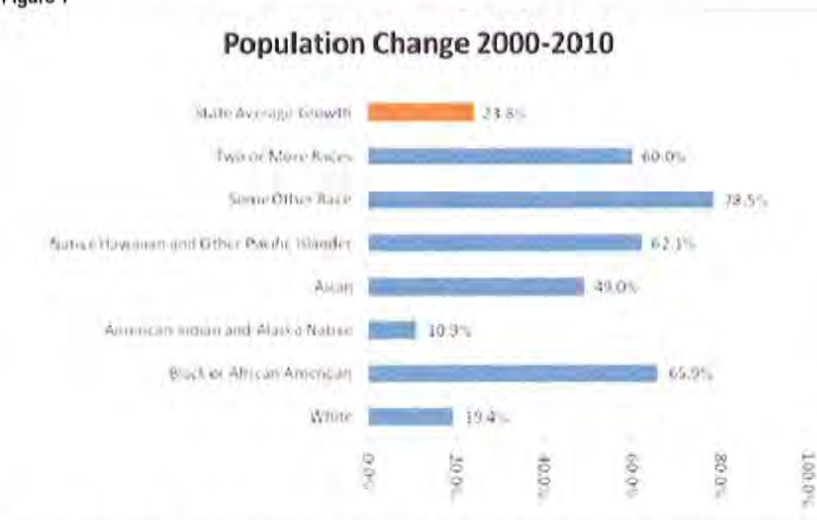
- The state's growth rate over the past 10 years has been 23.8 percent and is attributed to the huge increase in the Hispanic/Latino population (United State Census Bureau, 2011.)  If the state's total population were to increase by the same rate in the next 10 years it would surpass the state of Oregon's 3.8 million residents and only be slightly under Colorado's current 5 million residents.

Figure 2
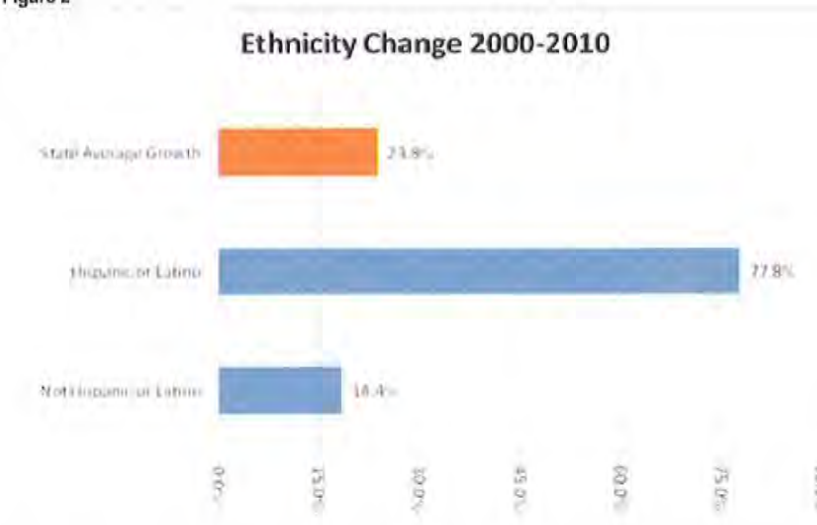


Ethnicity Change 2000-2010

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

**Utah's Increasing Achievement Gap Educational Attainment Disparity:**

- The high school graduating class of 2010 was comprised of 92 percent White students who graduated, compared to 81 percent African American/Black and 74 percent Hispanic/Latino. (USOE, 2010.)
- According to the 2011 Utah ACT Profile report only 27 percent of high school graduates met all four ACT benchmarks. Whites were most successful, while only 6 percent of native Hawaiian/Pacific Islanders were successful. Benchmark scores are defined as "the minimum score needed on the ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course."

Figure 3
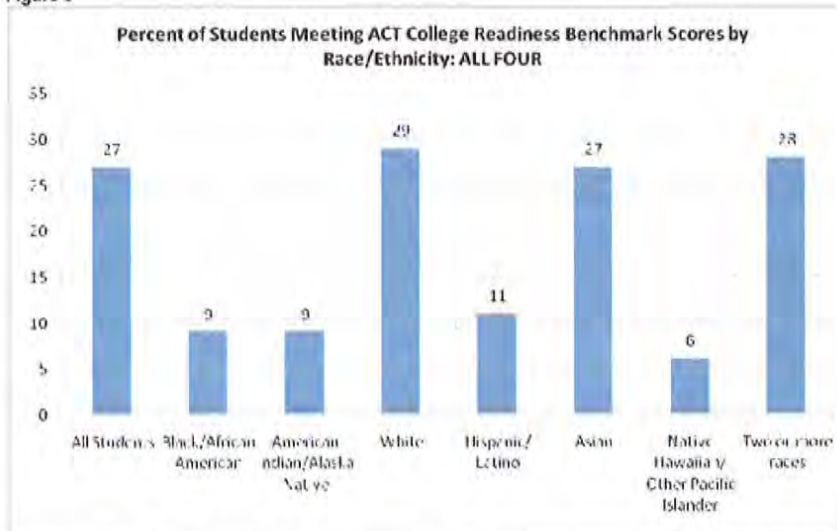


- Approximately 30 percent of the White population in Utah over the age of 25 had a high school diploma or less. In contrast, 66 percent of Latino/Hispanics reported a high school diploma or less, only slightly above American Indians or Alaska Natives. (American Community Survey, 2009.)
- Among college completers, 41 percent of Whites reported having an associate's degree or higher, while only 29 percent African Americans/Blacks reported being awarded a degree. Native Hawaiians/Pacific Islanders reported having a college completion rate of less than 20 percent. (American Community Survey, 2009.)

Figure 4
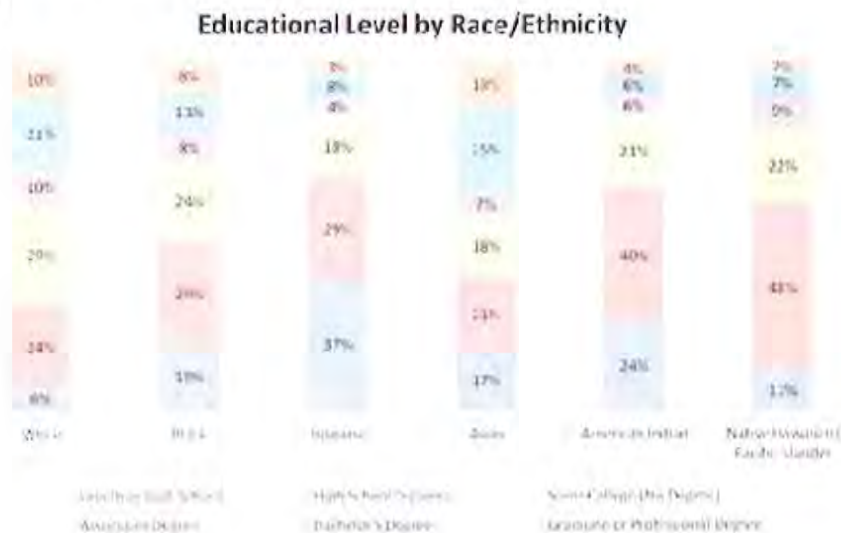
**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

## Institutional Programs, Services and Initiatives

Student access and success literature is riddled with many strategies and practices which institutions employ to address student participation and degree attainment. As a system, we acknowledge that we have only begun to understand the complexity of assuring success for these student populations. We do know however, we cannot just focus attention on initial access to educational opportunities without, in tandem, acknowledging and addressing degree attainment -- persistence and graduation. Getting them started carries little relevance and exerts minimal influence on Utah's economy and quality of life unless it results in them earning a degree. (Carnegie Foundation *Do We Really Have an Access Problem, 2007.)* There is a strong commitment within USHE to further these efforts.

The following is a brief summary of student outreach, support programs, resources, and initiatives for underserved, low-income, first generation and historically underrepresented student populations found throughout our network of institutions. (See Appendix I for detailed listing of programs and opportunities by institution.) As each of our institutions are unique and have different missions, these programs/services/initiatives vary in name, scope, design, and implementation, though there is consensus in purpose. This is not meant to be an exhaustive list, but an attempt to highlight similar practices.

- **Access and Diversity Centers**
  Access and Diversity and/or Multicultural Centers provide a home away from home for our underserved students and allow them to connect with students who are like them and provide leadership and social opportunities for them to embrace their background and cultural norms. Additionally, these centers provide academic resources to support the success, achievement, and degree completion of underserved student populations.

- **Financial Aid**
  Institutions have financial aid and scholarship opportunities for individuals from diverse, underserved and historically underrepresented backgrounds.

- **Summer Bridge Programs**
  These summer options provide academic support with the purpose of providing students the opportunity to get a head start in college. These programs are some of the more successful attempts to prepare underserved students to meet the academic and social challenges they will face as they matriculate fully into postsecondary education.

- **GEAR UP**
  GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs. It is a federal discretionary seven-year grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Services assist low-income students in order to help them successfully graduate from high school, as well as prepare for, enroll in, and succeed in their first year of college.

- **Federal TRIO Programs**
  The Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO serves and assists low-income individuals, first generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO programs help students overcome class, social and cultural barriers to higher education. TRIO programs in Utah include: Talent Search, Upward Bound, Veterans Upward Bound, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement (Westminster College only).

- **Outreach Services (Recruiting & Retaining)**
  These are intentional services aimed to increase college preparation, participation and completion for underrepresented students who are traditionally non-college bound that strive to meet the mutual needs of the university, public school system and community. These services include pre-college programs, K-16 pipeline partnerships, advising, and targeted recruitment and retention activities.

- **Institutional Initiatives**
  These initiatives are often times determined by the institution's mission, its community, and sometimes targets a special student population. Initiatives range from programs and services directly for certain populations, rural communities, and or other near peer tutoring, mentoring, or services/partnerships with local schools aimed at increasing the number of underserved students ready to enter and succeed in college.

- **Refugee Services**
  There are approximately 25,000 refugees living in Utah, 99 percent of who are in the Salt Lake Valley. Between 1,000 and 1,100 new refugees arrive to Utah each year. Institutions are being responsive to service this growing population by building community, and providing services and resources to assist in the education of Utah's newest community members.

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

## Statewide Led Efforts

The College Access Challenge Grant (CACG) has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education and the Utah System of Higher Education, in moving forward on a number of initiatives aimed at increasing the number of Utah's underserved, low-income, first generation and historically underrepresented students who are prepared to enter and succeed in postsecondary education. The CACG Program is a federal formula grant and was extended last year through the Health Care and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The Office of the Commissioner was designated by the Governor to apply and administer these funds. Our proposal, which contained much of the recommendations from the 2010 Participation Task Force, was approved both for fiscal year 2011 and 2012. Utah has been eligible and received $1.5 million dollars of these federal funds each year.

We have made substantial progress in implementing the goals and activities outlined in our grant proposal. This federal grant has been instrumental in helping us maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

The grant is under the direction Melissa Miller Kincart, Assistant Commissioner for Outreach and Access with management support from Kellie Mieremet, CACG Grant Manager and Stephen Rogers, Outreach Manager for UHEAA.

<u>Goals and Activities:</u>

1) **To provide information to students and families on postsecondary education: benefits, opportunities, planning, financing options (including activities associated with financial literacy), FAFSA completion, and outreach activities for students who may be at risk of not enrolling in or completing college.**

   **Activities included:** Hosting regional financial aid evenings as a part of the fall Utah High School Tour, spring college open houses at a number of our colleges and universities, targeting junior and sophomore high school students, and conducting FAFSA completion events; continued implementation of UtahFutures.org as well as delivery of training; creation and dissemination of the Utah college guide and other publications and materials; deepening and expanding the Utah Scholars Initiative; implementation of StepUP to Higher Education, a statewide social marketing campaign.

2) **To develop and deliver professional development events and resources for guidance counselors at secondary schools, as well as financial aid administrators, college admissions, recruitment staff, access and outreach personnel at institutions of higher education to improve knowledge and capacity.**

   **Activities included:** Hosting UtahFutures.org and financial aid trainings, delivery of statewide secondary counselor and administrator conference, support of the Utah Women and Education Project, as well as the University of Utah's Educational Psychology Department's partnership with AMES high school.

3) **To expand and enhance the statewide infrastructure in Utah which will foster partnerships among federal, state, local agencies, community based organizations, businesses and public and higher education to significantly increase the number of underrepresented students who enter and who are successful in postsecondary education.**

   **Activities included:** Providing subgrants to strengthen college and university access and outreach programs, joining the National College Access Network (NCAN) and the Western Interstate Commission on Higher Education (WICHE) CACG Network to seek their support and assistance in creating a College Access Network of Utah, as well as repurposing and strengthening the tracking and reporting parameters for the Utah Centennial Opportunity Program for Education (UCOPE) newly named Success Stipends.

As a result of our CACG centralized and coordinated activities through the system, as well as our subgrantee programming we **reached over 371,940 Utah students** this past year throughout the state of Utah.

<u>CACG Highlights:</u>

- **Social Marketing Campaign**
  StepUP to Higher Education encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. Whether aiming for a one-year certificate or a four-year degree, StepUP provides tools like financial aid assistance and preparation tips that will help make higher education a reality.

  Target Audiences: **12 years of age and under:** *Encourage the Dream*

  **Youth 12 and over:** *Inspire to Act*

  **Parents, families, mentors and educators:** *Support the Journey*

> Strategies and Grassroots efforts: Television commercials, website, radio ads, social media, public relations, printed materials, online banners, and business, community and school partnerships.

- **ImPACT Subgrants:** *Improving Preparation, Access, & Communities Together*
  Colleges and universities are encouraged to partner, establish, strengthen, or expand access and outreach programs geared towards supporting Utah's 66 percent attainment goal and Utah's CACG objectives with an end result of **aiming to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.** Twelve projects were awarded in January 2011 totaling just under $714,000. A similar process and timeline is currently underway to fund projects for 2012. (See Appendix II for detailed listing of 2011 subgrant projects by institution).
    Applicants can apply for one of the following:
      i. Planning Grant (Up to $8,000) to support the planning process for creating a college access program.
      ii. Expansion Grant (Up to $50,000) to support the expansion of an existing college access program.
      iii. Startup Grant (Up to $75,000) to support a new college access program.

- **College Access Network of Utah (CAN U)**
  Over the past year college and university practitioners and K-12 administrators have come together to build an infrastructure in the state of Utah between the public and higher education community, that supports Utah students in preparing for, accessing, and succeeding in college. CAN U believes working together is essential to our success in reaching and supporting more students. In January 2011 we formalized our working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords our network the ability to participate in NCANs programs, services, and professional development webinars and conferences.

  The College Access Network of Utah's **mission** is: To support and strengthen programs and services that encourage the access and attainment of higher education for Utah's underserved, low-income, first generation, and historically underrepresented student populations, supporting **the goal of 66 percent of all Utahns to have a credential beyond high school by 2020.**

    **CAN U's Core Action Strategies** are:
      o **Advocacy:** Promote equitable access and opportunities for all Utah students.
      o **Professional Development:** Identify, share, and support successful practices and programs that meet the needs of individual students congruent with their educational goals.
      o **Partnership Development:** Encourage statewide collaboration through bringing together practitioners in settings that allow participants opportunities to dialogue and share.
      o **Resource Provider:** Leverage and connect federal and state financial and talent force resources to strengthen, support, and grow programs and services.

  Currently, efforts are underway to create an ***online database*** which will be accessible through the StepUPUtah.com website. The online database collection and mapping is critical in indentifying gaps in services, program duplication, and opportunities for collaboration and resource sharing.

- **Utah Scholars Initiative (USI)**
  In March 2006 Utah began to pilot the USI program in four school districts (Granite, Jordan, Park City, and Provo). Currently, the Utah Scholars Initiative works with ten local districts informing: teachers, parents, counselors and students about the importance of academic preparation. USI brings business, community, and higher education leaders into Utah middle and junior high school classrooms, where they discuss with students the benefits of working hard in high school and continuing their educational training beyond high school graduation.

  The Utah Scholars Initiative is coordinated through the Outreach and Access department in the Utah System of Higher Education and operates under three main goals:
    1) Aid students, particularly minority and disadvantaged students, with understanding the academic preparation needed to succeed in postsecondary education and the workforce.
    2) Increase the number of Utahns earning a sufficient wage to be self-sustaining adults.
    3) Provide a way for local communities and businesses to interact with local schools in a meaningful way.

During the 2010-2011 academic year we **trained 191 Volunteers and 22 organizations,** gave **609 presentations,** in **10 districts,** reaching approximately **20,566 8th graders.**

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

*Recommendations*

We recognize in this current budget climate it is difficult to secure new money for student growth and for facilities. However, additional resources are needed to respond to increased enrollments that have already occurred. Without additional financial resources, including investments in human capital and infrastructure, student-to-faculty and student-to-adviser ratios will increase, and time to graduation will lengthen for all Utah students. As our institutions continue to rely more and more on tuition we must be mindful this will price some students out of higher education—particularly those who tend to already be underrepresented. It is also crucial that we leverage existing federal and state funds and work in partnership with our institutions in further implementing and exploring additional ways to increase college access and success for Utah's underserved, low-income, first generation and historically underrepresented student populations.

To capture the students who are currently outside of, or not inclined to enter into the Utah System of Higher Education, we must direct broad and significant attention and resources to non-traditional aged and underrepresented populations. After a review of demographic data and literature regarding barriers, issues, and mechanisms that support underserved students we ask the Utah State Board of Regents consider and work as a system to implement the following recommendations, which are listed in no particular order.

1) **Advocate and Win Support for Increased Funding of Success Stipends:** According to College Board, in 2010 43 percent of financial aid available to low-income students was loans. (*Trends in Student Aid, 2010.*) Research consistently shows underrepresented and low-income students who attend full-time and receive grants participate and persist at higher rates in higher education. (Bill and Melinda Gates Foundation Study, *"With Their Whole Lives Ahead of Them"*, 2009.) In Utah, state and institution need-based aid has not kept the pace with cost of attendance increases. In order to gain more political will and support to increase state need-based aid might an additional approach be considered to direct new resources to *Completion Grants* such at the Final Stretch Grant in Texas, *which provides grants to Texas students with financial need who have completed 60 hours towards a degree and who enroll in the summer semester*. Applicants must be a U.S. citizen or permanent U.S. resident, state resident, be eligible to receive a federal Pell Grant, and be classified as a Junior or Senior (completed at least 60 college credit hours) and enroll full-time (at least 6 hours) for a summer semester.
(http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=588)

2) **Expand Summer Semester Offerings or Bridge Programs:** Student persistence for all students, but especially underserved students benefit by earning 20 or more credits by the end of their first calendar year of enrollment. (U.S. Department of Education, *The Tool Box Revisited, 2006.)* As well as staying continuously enrolled. Strategic enrollment management can *move more sections of developmental and high demand general education courses* into summer terms, *offer credit-bearing internships*, and *provisional admittance based on performance* for students who would benefit from the opportunity to prove themselves or who need additional support to be successful in gateway English and math required courses.

3) **Enable Flexibility and Use of Technology in Course Delivery:** It is unlikely the state can afford to expand facilities enough to accommodate the necessary student growth. Additionally, given the financial realities for these students our systems need *to better accommodate* non-traditional schedules and beyond the classroom learning. Where it makes sense *better use of blended models, work-based experience, and competency-based approaches* can advance student access and degree attainment, without sacrificing quality. (American Youth Policy Forum, *"Key Considerations for Serving Disconnected Youth, 2011.)*

4) **Consider Individualized Applicant Review or Holistic Admissions:** This practice replaces the grid of grades and test scores with *more individualized reviews of applicants*. The practice is most commonly associated with liberal arts colleges and is successful in increasing student diversity. Based on the work of William E. Sedlacek, a professor of counseling and education at the University of Maryland at College Park and the author of *Beyond the Big Test: Noncognitive Assessment in Higher Education,* he argues that the SAT and other tests ignore some key measures of whether students will succeed at and contribute to colleges and society. Those factors *include leadership skills, community participation, non-traditional learning ability, realistic self-assessment, and can be captured through the admissions process in essays, personal statements and interviews.* This research suggests reward determination, hard work, and other qualities that do in fact relate to college success as much as test scores.

5) **Raise K-16 Expectations:** The Utah State Board of Regents and the Utah State Board of Education's joint statement on College and Career Readiness was an important first step in communicating the importance that all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. Continued emphasis needs to be placed on

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

the *importance of high school preparation through the senior year by encouraging more students especially those of underrepresented backgrounds to take Advanced Placement, Concurrent Enrollment, rigorous course options, such as a math class in the senior year. Advocate* for the continued expansion of the *High School Pilot in administering the ACT* in the 11th grade to all students as well as offering the *PLAN and EXPLORE tests in the 8th-10th grade*. This three-prong approach will allow feeder schools and high schools to collaborate in providing interventions, support and tracking to improve college readiness. Help students understand the importance *of no delay of entry following high school graduation.* Many undeserved and low-income youth believe they need to take some time off from their studies to determine what they want to do with their lives. Research show the later they show up, the more their postsecondary plans are delayed and unrealized.

6) **Advocate and win support for increased funding to Adult Basic Education, GED programs, and non-credit career and technical education programs:** Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. 191,331 adults in Utah (12.59%) do not have a high school diploma or GED (2000 Census). This is especially compounded by Utah's growing Refugee population. Literate adults are crucial to the development of school-ready and literate children, and the greatest predictor for success of K-12 students and future generations of college going students is the parents level of education. The costs to participate in Adult Basic Education, GED programs, and many non-credit career and technical education programs are increasing and adults participating in these programs do not qualify for Federal financial aid. We should consider *investing in Adult Basic Education, and provide state need-based aid for GED programs and non-credit career and technical education programs.*

7) **Provide Inclusive Family Support Services:** Utah's underserved, low-income, first generation and historically underrepresented student populations in many cases have limited knowledge of our college-going processes. There is an increased need to find *innovative ways to educate families on the issues*. Given this need it is critically important that our campus recruitment and outreach programming have a *family component (Specific Orientation, workshop geared toward the role of family support)* and *child care. Additionally,* where possible *outreach materials* and *campus publications be offered in languages other than English*, and that our outreach and advisement centers have *bilingual staff.*

8) **Enrich Student Academic Support Services:** Once a student is admitted to our institutions and we assess their academic skills and needs we have the responsibility to get these students the programs and services to help them be successful. We should *invest the time upfront* to provide them the basic-skills and services they need. *One-on-one interviews, academic coaches, developmental efforts tailored to a specific need, rather than one size fits all are proven effective approaches.* Also the expansion of other proactive strategies such as *peer mentors, early-alert systems, and one-stop shop student success centers* provide timely interventions.

9) **Create or Designate a *Senior Level* Administrative Position for Access and Opportunity:** This position would serve as an *institutional champion/watch dog* to influence and guide institutional policies, hiring practices, marketing, and resource allocation to insure underserved, low-income, first generation and underrepresented student success. This position could be a reconfiguration of an existing one or a half-time appointment that might oversee college/university outreach, inclusion/engagement, diversity and access centers, etc. Additionally, this position could oversee *competitive mini-grants or stipends* to faculty and campus units *to encourage culturally sensitive curriculum, practices, and services.*

## Conclusion

In our current fiscal environment and limited resources the charge to respond to the goal of 66 percent of Utahns—men and women age 25 to 64—with postsecondary certificates or degrees by the year 2020 seems daunting, especially since we must reach more underserved, low-income, first generation and historically underrepresented student populations who are have not been inclined to enter into the Utah System of Higher Education. Scott Bass, provost of American University and Professor Public Administration and Policy at the college's School for Public Affairs, says it is crucial as the United States becomes more diverse and faces the challenges of a changing global economy, that we focus on education as a public good and invest in an educated citizenry. These recommendations are merely a starting point. But are intended to be realistic strategies to create awareness and encourage re-thinking of policies and practices. Improving postsecondary participation and completion for all Utahns requires a significant commitment from both public and higher education. Long-term success is dependent on sustained efforts from both systems and engaging key stakeholders and policymakers in taking the needed action to produce desired outcomes.

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

**Submitted by:** Melissa Miller Kincart, Assistant Commissioner, Outreach and Access

**Contributors to the Whitepaper:** Regent France A. Davis, Dave Buhler, Associate Commissioner, Public Affairs; Andrea Cox, Utah Scholar's Program Coordinator; Carson Howell, Manager of Policy Research, Utah Data Alliance; Kellie Mieremet, College Access Challenge Grant Manager; Kyle Reyes, Assistant to the President, Utah Valley University; and the College Access Network of Utah Steering Committee.

**College Access Network Steering Committee (CAN U):**

| Name | Title | Institution |
|---|---|---|
| Joshua Sine | Office of School Relations | Dixie State College |
| Jill Kemerer | Director of School Relations / Utah Council Representative | Salt Lake Community College |
| Nancy Singer | Assistant Vice President, Student Planning & Support | Salt Lake Community College |
| Janet Felker | Director of Special Projects | Salt Lake Community College |
| Greg Dart | Director, Office of Admissions, Scholarships, & Communications | Snow College |
| Lynne J. Brown | Executive Director, SUU Student Support Center | Southern Utah University |
| Tina Calamity | Multicultural Counselor | Southern Utah University |
| Kathryn S. Felker | Director of Trio/Educational Opportunity Program | University of Utah |
| S. Mikiko Kumasaka | Director of Administration and Development | University of Utah |
| Aretha Minor | Director of Utah College Advising Corps | University of Utah |
| Michelle Bogdan | Director Access & Diversity Center | Utah State University |
| Laurie Miller | Statewide Director Utah's GEAR UP Education Program | Utah Valley University |
| Kyle Reyes | Assistant to the President | Utah Valley University |
| Ruth Patiño Stubbs | Director of Education Outreach and Access | Weber State University |
| Rich Garcia | Director of Diversity and Educational Services | Westminster College |
| Melissa Miller Kincart | Assistant Commissioner of Outreach and Access | Office of the Commissioner |
| Kellie Mieremet | College Access Challenge Grant Manager | Office of the Commissioner |
| Stephen Rogers | Manager of Outreach Services | UHEAA |
| Linda Bryant-Fiack | Assistant Director of School Services & AVID Director | Granite School District |
| Kathryn U. McCarrie | Assistant Superintendent, Office of School Accountability & Performance | Canyons School District |
| Jackie Thompson | Educational Equity Coordinator | Davis School District |
| Kathleen Christy | Assistant Superintendent, Educational Equity | Salt Lake School District |
| Jose Enriquez | Founder & Executive Director / Assistant Principal | Latinos in Action / Mountain View High School, Alpine District |

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

## Appendix I

### USHE Programs, Services, Initiatives for Underserved, Low-Income, First Generation and Historically Underrepresented Populations

| USHE Institution | Access & Diversity Centers | Financial Aid | Summer Bridge Program | GEAR UP | Federal TRIO Programs | Outreach Services (Recruiting & Retaining) | Institutional Initiatives | Refugee Services |
|---|---|---|---|---|---|---|---|---|
| **UofU** | Center for Ethnic Student Affairs 801-581-8151 www.diversity.utah.edu/students/cesa/index.php | Undergraduate Diversity Scholarships 801-581-8151 www.diversity.utah.edu/scholarships/index.php | JumpStart 801-581-7188 www.sa.utah.edu/eop/SSS/JumpStart.htm | Not Applicable | Student Support Services 801-581-7188 www.sa.utah.edu/eop | Office for Equity and Diversity 801-581-5193 www.diversity.utah.edu/students/index.php | *Adelante 801-972-3596 www.partners.utah.edu/yes/adelante/adelante.html | University Neighborhood Partners 801-972-3596 www.partners.utah.edu |
|  | American Indian Resource Center 801-851-7392 www.diversity.utah.edu/students/airc/index.php | Office of Undergraduate Studies 801-581-3811 www.ugs.utah.edu/?pageId=3242 | Graduate Preparation Institute 801-585-0361 www.gradschool.utah.edu/diversity/index.php | | Upward Bound 801-581-7188 www.sa.utah.edu/eop/UP/about.htm | Community College Diverse Transfer Student Outreach http://diversity.utah.edu/students/transfer.php | Diversity Scholars 801-581-8151 www.diversity.utah.edu/students/cesa/ | |
|  | Women's Resource Center 801-581-8030 www.sa.utah.edu/women/program/community.htm | Women's Resource Center 801-581-8030 www.sa.utah.edu/women/program/community.htm | Medical School Office of Inclusion and Outreach 801-587-7672 http://medicine.utah.edu/outreach/programs/premed/mcat_prep.htm | | | Diverse Student Early Outreach (DSEO) 801-581-8151 www.diversity.utah.edu/students/dseo/index.php | Latino Outreach Center 801-581-5952 http://latino.utah.edu/ | |
|  | LGBT Resource Center 801-587-7973 www.sa.utah.edu/lgbt/ | | | | | College of Science (ACCESS) 801-581-6958 www.science.utah.edu/students/access.html | *Utah College Advising Corps 801-587-9605 http://continue.utah.edu/ucac | |
|  | | | | | | Office of Student Recruitment and High School Services (Connecting U Days Diversity U-Night) 801-581-8761 www.utah.edu/futurestudents/ | MESA/STEP 801-585-9478 www.math.utah.edu/vigre/precol/mesa/index.html OR www.math.utah.edu/hsp | |
|  | | | | | | College of Education, Urban Institute, 801-581-8221, www.ed.utah.edu/UITE/index.html | Office for Student Equity and Diversity 801-581-5193 www.diversity.utah.edu/students/index.php | |
|  | | | | | | SED & High School Services, Black Student Leadership Institute www.diversity.utah.edu/students/index.php | University Neighborhood Partners (Y.E.S.) 801-972-3596 www.partners.utah.edu | |
|  | | | | | | College of Engineering (Hi Gear) 801-581-8954 www.coe.utah.edu/k12/programs.php | Women's Resource Center (Go Girlz) 801-581-8030 www.sa.utah.edu/women/program/community.htm | |
| **USU** | Access & Diversity Center: Educational Outreach Programs, LGBTQA, Multicultural Student Programs, Non-Traditional Student Programs, Veterans Services 435-797-1728 www.usu.edu/accesscenter/ | Aggie Promise, Development Office 435-797-1320 www.usu.edu/advancement/ | Not Applicable | GEAR UP – USU Eastern 435-613-5648 www.ceu.edu/gearup/ | Student Support Services 435-797-3372 www.usu.edu/sss/ | Educational Outreach Access and Diversity Center 435-797-1728 www.usu.edu/outreach/ | USU Extension Educational Network for Latinos, Computer Assisted Language for Non English Speakers (CALFNES) http://usuextensionlatinoforum.blogspot.com/ | Tony Flores tony.flores@usu.edu 435-797-9187 |
|  | | The Center for Women and Gender 435-797-9222 www.usu.edu/womenandgender/ | | | Ute Indian Tribe Upward Bound – Uintah Basin 435-722-1731 www.usu.edu/upwardbound/ | Multicultural Student Recruitment Initiative, Office of Admissions 435-797-1132 www.usu.edu/admissions | Diversity Council 435-797-1712 www.usu.edu/diversity/ | |
|  | | Access & Diversity Scholarships 435-797-1728 www.usu.edu/accesscenter/scholarships.cfm | | | Upward Bound – USU Eastern 435-613-5319 www.ceu.edu/upward/ | Retention and Student Success Executive Committee: Underserved Populations Subcommittee 435-797-1132 www.usu.edu/rfye | | |
|  | The Center for Women and Gender 435-797-9222 www.usu.edu/womenandgender/ | | | | Student Support Services – USU Eastern San Juan 435-678-2201 sjc.ceu.edu/trio/SSS/ | | | |
|  | | | | | Upward Bound – USU Eastern San Juan 435-678-2201 sjc.ceu.edu/trio/UB/ | Latino Family Day | | |
|  | | | | | Educational Talent Search – USU Eastern San Juan 435-678-2201 sjc.ceu.edu/trio/ETS/ | | | |
| **SNOW** | Center for Global Engagement Center: 435-283-7430 www.snow.edu/international/index.html | Diversity Scholarships 435-283-7150 www.snow.edu/welcome/admissions/sckdvrsty.html | *Smart Choices 435-283-7154 greg.dart@snow.edu | Not Applicable | Student Support Services 435-283-7390 www.snow.edu/sss/ | *Smart Choices 435-283-7154 greg.dart@snow.edu | Snow College Multicultural Center 435-283-7328 www.snow.edu/international/ | Not Applicable |
|  | | | | | Upward Bound 435-283-7182 www.snow.edu/sss/ | | | |

\* USHE Subgrant: ImPACT 2010-2011 Subgrantee

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

| USHE Institution | Access & Diversity Centers | Financial Aid | Summer Bridge Program | GEAR UP | Federal TRIO Programs | Outreach Services (Recruiting & Retaining) | Institutional Initiatives | Refugee Services |
|---|---|---|---|---|---|---|---|---|
| **WSU** | Center for Diversity & Unity 801-626-6349 www.weber.edu/StudentInvolvement/diversity.html | Dream Weber 801-626-7569 www.weber.edu/dreamweber | *Connecting to College 801-626-7349 http://weber.edu/summerbridge | GEAR UP 801-626-7320 www.weber.edu/GEAR_UP | Educational Talent Search 801-626-7369 www.weber.edu/talentsearch | Education Access & Outreach 801-626-7006 www.weber.edu/outreach | MESA/STEP 801-585-3135 www.weber.edu/COAST/MESA.html | Not Applicable |
| | Multicultural Student Center 801-626-7330 www.weber.edu/multicultural | Multicultural Student Center, Scholarship List www.weber.edu/multicultural/scholarships.html | SmartStart 801-626-7349 http://weber.edu/summerbridge | | Upward Bound 801-626-6798 www.weber.edu/UpwardBound | Academic Support Centers Programs 801-626-6870 www.weber.edu/ascp | Student to Student 801-626-7027 www.weber.edu/S2S | |
| | Women's Center 801-626-7600 www.weber.edu/womenscenter | | | | Student Support Services 801-626-7009 www.weber.edu/sss | | *Creating a Pathway to College 801-606-7006 www.weber.edu/S2S | |
| | | | | | Veterans Upward Bound 801-626-7173 www.weber.edu/vetsupwardbound | | | |
| **SUU** | Multicultural Center 435-586-7772 www.suu.edu/ss/mcc/ | Multicultural Center Scholarships 435-586-7771 www.suu.edu/ss/mcc/scholarship.html | Not Applicable | Not Applicable | Student Support Services 435-586-7771 www.suu.edu/ss/support/ | Student Success Peer Mentoring Retention Program 435-586-5452 | *Utah Center for Rural Health 435-865-8453 www.ahec.suu.edu/ | Not Applicable |
| | Center for Women and Families 435-865-8751 www.suu.edu/cwf | | | | Educational Talent Search 435-586-7846 www.suu.edu/ss/talent/index.html | SUU Admissions 435-586-7741 www.suu.edu/belong | The Hispanic Center for Academic Excellence 435-865-8726 www.suu.edu/hispaniccenter/index.html | |
| | The Hispanic Center for Academic Excellence 435-865-8726 www.suu.edu/hispaniccenter | | | | Upward Bound 435-865-8069 http://suu.edu/ss/upward/ | Operation Blind Spot 435-865-8499 allens@suu.edu | | |
| **DSC** | Multicultural/Diversity Center 435-652-7733 http://new.dixie.edu/diversity | Multicultural/Diversity Center Scholarship Site http://new.dixie.edu/diversity/diversity_scholarships.php | Not Applicable | Not Applicable | Educational Talent Search 435-652-7852 http://new.dixie.edu/trio/talent_search/index.php | School Relations 435-652-7591 www.dixie.edu/futurestudents | *College & Career Initiative 435-652-7690 www.dixie.edu/advisement/ | Not Applicable |
| | International Student Services 435-652-7689 http://dixie.edu/reg/international/ | | | | Student Support Services 435-652-7656 http://new.dixie.edu/trio/student_support_services.php | | | |
| | | | | | Upward Bound 435-652-7654 http://new.dixie.edu/trio/upward_bound.php | | | |
| **UVU** | Multicultural Center 801-863-8357 www.uvu.edu/multicultural/ | Scholarships for Under-represented Populations 801-863-8101 www.uvu.edu/multicultural/ | Summer Bridge Programs for Minorities: Latino Educators of Tomorrow, Latinos Scientists of Tomorrow, Hospitality Management, Wasatch College Prep, Developmental Math / Basic Composition, Automotive 801-863-8376 www.uvu.edu/bridge | GEAR UP 801-863-6000 www.uvu.edu/partnerships/gearup | Student Support Services 801-863-8541 www.uvu.edu/trio/sss/ | Turning Point Center for Personal & Career Development 801-863-7580 www.uvu.edu/turningpoint/ | Wee Care Child Care, 801-863-7266 www.uvu.edu/weecare/ | Not Applicable |
| | Women's Success Center 801-863-3010 www.uvu.edu/wsc/ | | | | Educational Talent Search 801-863-8081 www.uvu.edu/trio/ets/ | Child Care Resource & Referral (CCR&R) 801-863-8220 www.uvu.edu/ccrr/ | Latino Initiative 801-863-7297 | |
| | Equity in Education 801-863-8498 www.uvu.edu/academicstandards/resource/equity | | | | Upward Bound 801-863-8570 www.uvu.edu/trio/ub/ | School, College, & University Partnerships (SCUP) 801-863-6800 http://www.uvu.edu/partnership/ | Student Success & Retention 801-863-6814 www.uvu.edu/retention/ | |
| **SLCC** | Multicultural Initiatives 801-957-4954 www.slcc.edu/multicultural/index.asp | Multicultural Initiatives Student- Diversity Hardship Tuition Waiver www.slcc.edu/multicultural/forms.asp | Quest 801-957-4089 www.slcc.edu/sss/quest.asp | GEAR UP 801-957-4543 www.slcc.edu/schoolrelations/services.asp | Education Talent Search College Bound, 801-957-4089 www.slcc.edu/etscollegebound/ | School Relations, 801-957-4543 www.slcc.edu/schoolrelations/index.asp | *Horizonte Pipeline Project Jill Kermerer 801-957-4143 | School Relations Diane Bevan 801-957-4105 |
| | | | | | Student Support Services 801-957-4089 www.slcc.edu/sss/ | | Teacher Recruitment Scholarship for Diverse Students Nancy Singer 801-957-4186 | |
| | | | | | | | MESA/STEP 801-957-4132 www.slcc.edu/mesastep/index.asp | |

* USHE Subgrant: ImPACT 2010-2011 Subgrantee

## Appendix II

USHE Subgrant ImPACT, Improving Preparation, Access, & Communities Together Abstracts

| | | | | |
|---|---|---|---|---|
| 1. | **University of Utah** | **Dolores Delgado Bernal** | **College of Education** | **Expansion Grant** |
| | CACG Objectives: | 1. Awareness 3. Infrastructure | | $49,960.00 |

*Adelante: A College Awareness and Preparatory Partnership*

*Adelante: A College Awareness and Preparatory Partnership (Adelante)* is premised on the belief that all young people in a largely Latina/o community should be expected and prepared to enroll and succeed in college, and that college preparation must emphasize students' intellectual development in relation to community and culture. Adelante provides higher educational experiences to elementary students by taking them to the university and by bringing the university to them via university student mentors of color. It promotes civic engagement and provides service-learning opportunities for the undergraduate students of color who serve as mentors to the elementary school students. This grant proposal is designed to support the expansion of this on-going university-school-community partnership and to build upon and sustain the partnerships and programmatic activities that have been established thus far.

| | | | | |
|---|---|---|---|---|
| 2. | **University of Utah** | **A.J. Metz** | **Department of Educational Psychology** | **Expansion Grant** |
| | CACG Objectives | 1. Awareness | | $50,000.00 |

*College Access and Readiness Program*

The following grant proposal describes a partnership between the University of Utah and the AVID Program in the Granite School District and outlines a program designed to increase access to and success in higher education for student populations traditionally underrepresented and underserved. Although parents play a significant role in shaping interests, attitudes, and behaviors associated with post-secondary education, many lack the knowledge and skills necessary to provide effective guidance in these important transitions. Therefore, this program provides information and resources to both students and their families on the benefits, opportunities, planning, and financing options available at institutions of higher education. Further, this program provides on-going support services necessary to ensure high school students are college and workforce ready.

| | | | | |
|---|---|---|---|---|
| 3. | **University of Utah** | **Paul Gore** | **Department of Educational Psychology** | **Startup Grant** |
| | CACG Objectives | 2. Professional Development 3. Infrastructure | | $72,191.00 |

*School Counselor Professional Development*

Utah lags behind other states in postsecondary participation rates among economically disadvantaged and underrepresented students. Information about college access, admissions, and factors that lead to college success is key in promoting higher rates of college participation. School counselors are positioned to provide this information and professional development opportunities for school counselors represents one way the state of Utah can achieve its' 2020 goals. We propose developing, implementing, and evaluating School Counselor Professional Development Institutes throughout the state to equip counselors with the knowledge and skills they need to promote postsecondary participation of more of our high school graduates.

| | | | | |
|---|---|---|---|---|
| 4. | **University of Utah** | **Sandi Pershing** | **Continuing Education** | **Expansion Grant** |
| | CACG Objectives | 1. Awareness | | $50,000.00 |

*Utah College Advising Corps*

This university-based, college access program focused on reaching out to high school students who would be first generation college students, those who are low-income, students of color, and other students facing substantial barriers to entering a higher education institution. Advisers work alongside guidance counselors to help dispel the myths of who 'belongs' and can succeed in college, and calm the fears associated with transitioning from high school to college. Through one-on-one advising sessions, classroom visits, workshops for students and parents, and school assemblies, advisers work assist students prepare for, apply to and finance a college education.

| | | | | |
|---|---|---|---|---|
| 5. | **Snow College** | **Greg Dart** | **Office of Admissions, Scholarships, and Communications** | **Startup Grant** |
| | CACG Objectives | 1. Awareness | | $52,445.00 |

*Smart Choices*

The Snow College Smart Choices program will target low-income and underrepresented students in Central Utah. During the school year, students will attend workshops held at individual high schools. These workshops will provide students with study skills and college application assistance. Open houses will give students who are unsure about attending college the chance to tour a campus with their parents and participate in financial aid demonstrations. In the summer, two sessions of a week-long College Success Skills program will take place on the Snow College Campus. Students will live on campus, attend a college course, and receive college credit.

**14**

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

| 6. | Weber State University | Ruth Patiño Stubbs | Education Access and Outreach | Startup Grant |
|---|---|---|---|---|
| | CACG Objectives    1. Awareness | | | $75,000.00 |

*Creating a Pathway to College*

This proposal will focus on the "Creating a Pathway to College" Initiative (CPC), which is one of two components that contribute to the broader vision of increasing college participation and completion for underrepresented students. CPC will include targeted events from the end of the 8th grade through the high school senior year for underrepresented students and their parents. These targeted events would build upon each other so that each year these students would receive an on-campus university experience at critical transition points when students are progressing from junior high to high school or preparing to enroll at a university. During these activities, participants will be exposed to essential college preparation tools, coupled with "Come to Campus" family nights. The CPC will culminate with the "College Summer Summit" to help students' enroll in college during their senior year of high school and eventually transition to the appropriate university program.

| 7. | Weber State University | Carl Porter | Academic Support Center and Programs | Expansion Grant |
|---|---|---|---|---|
| | CACG Objectives    1. Awareness | | | $50,000.00 |

*Connecting to College*

The Connecting to College program would expand a current bridge program and focus on connecting low income, first generation, underrepresented students to University services, staff, and peers through a series of events and one-on-one appointments. Monthly events would begin in May when students graduate from high school and end in November as they complete their first semester in college. Events build upon one another so that students successfully progress to college, enroll in classes, succeed in classes, and reenroll for the subsequent semester. These events are designed to keep college a focus, instill that a college degree in attainable, and connect students with services, programs and staff that can increase their success. Selected events also have a parent component. Peer Advocates will provide one-on-one support through students' first semester.

| 8. | Southern Utah University | Dennis Moser | Utah Center for Rural Health | Startup Grant |
|---|---|---|---|---|
| | CACG Objectives    1. Awareness 2. Professional Development 3. Infrastructure | | | $75,000.00 |

*Rural High School Partnership Program*

The proposed Rural High School Partnership Program will be administered by Southern Utah University's Southern Utah Area Health Education Center (AHEC) to increase the number of students from Beaver, Garfield, Kane and Iron Counties who enroll in and subsequently graduate from SUU. The program will increase student's and counselor's knowledge of career opportunities, educational pathways, the admissions process and financial aid resources. Program components will include monthly activities at each high school for students, counselors and parents; two one-day on-campus "career days" and a one week "summer camp" program. The program will interface with the highly successful SUU Rural Health Scholars Program into which students will be recruited as the retention component of this project.

| 9. | Dixie State College | Rick Palmer | Office of Academic Advisement | Startup Grant |
|---|---|---|---|---|
| | CACG Objectives    1. Awareness 2. Professional Development 3. Infrastructure | | | $73,410.00 |

*College/Career Initiative*

It is paramount to address the widening high school to college transitional gap and the lack of academic preparation of the low-income/underrepresented student population residing within Washington County. The Office of Academic Advisement at Dixie State College of Utah (DSC) in collaboration with the following: Washington County School District (WCSD), Dixie Applied Technology Center (DXATC) and other state/local agencies are proposing a college/career initiative, which will establish a Student Success Center housed within the Office of Academic Advisement on the DSC campus. The Student Success Center staff will work collaboratively with WCSD, DXATC and state/local agencies to develop a college/career transitional and academic preparedness program for all low-income/underrepresented students.

| 10. | Salt Lake Community College | Jill Kemerer | Student Services | Startup Grant |
|---|---|---|---|---|
| | CACG Objectives    1. Awareness | | | $75,000.00 |

*Increasing Postsecondary Access & Success for Underrepresented Students*

This project provides information to students and families on postsecondary education through college financial education and planning, supported preparation of FAFSA applications, and individual financial preparation coaching. Furthermore, comprehensive and high touch outreach activities proven to increase student access and enrollment in post secondary education is provided. Over the 12 month period of this project, 75 junior and 50 seniors at Horizonte Education and Training Center will participated in targeted activities uniquely designed to increase their enrollment and persistence at Salt Lake Community College. This pilot program is designed to be evaluated for replication at other secondary/post secondary partnerships.

**Access and Attainment:** *Utah's underserved, low-income, first generation and historically underrepresented student populations*

| 11. | Salt Lake Community College | Tiffany Evans | Learning Resources | Expansion Grant |
|-----|-----|-----|-----|-----|

CACG Objectives     2. Professional Development                   $48,240.00

*Increasing Postsecondary College Preparedness in Math*

In partnership with the Horizonte Instruction and Training Center, Salt Lake Community College (SLCC) will offer professional development to teachers/staff to increase instructional effectiveness of math competencies required for students to place into credit bearing math courses. Horizonte instructors will integrate the modularized math curriculum and supplementary tools into their existing instruction. Reciprocal professional development will offer access to an online library of curriculum and supplementary materials. Workshops encouraging students, families and faculty to access such resources will be held. SLCC Faculty will conduct face to face instruction to 125 students preparing them for college-level mathematics.

| 12. | Westminster College | Richard Garcia | Diversity & Global Learning | Startup Grant |
|-----|-----|-----|-----|-----|

CACG Objectives     1. Awareness                       $ 42,696.00

*The Westminster College Access Summer Camp*

The Westminster College Access Summer Camp provides middle school students from groups that have been historically underrepresented in higher education with a 3-day, 2-night summer camp plus follow-up experiences at Westminster. Programs provide (1) knowledge about the college admissions and financial aid processes; (2) opportunities to strengthen subject area skills in Math, Writing, Arts, and Science/Technology; (3) an understanding of steps necessary for transitioning to college through high school. Combined with educational course plotting and experiencing what it is like to "be" in college, middle school students learn communication and teamwork skills while working with college students throughout the camp.

TAB C

UTAH SYSTEM OF
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November 9, 2011

MEMORANDUM

TO:          State Board of Regents

FROM:      William A. Sederburg

SUBJECT   Utah Valley University – Campus Master Plan

Issue

Utah Valley University (UVU) is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Utah Valley University Campus Master Plan on August 18, 2010. While the master plan is the same plan as adopted by the Board of Regents last year, several updates will be of interest. The strategic planning process undertaken and the resulting projected needs for and locations of future buildings and parking structures are highlighted in the attached materials provided by the university. UVU officials will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

November 3, 2011

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

Dear Commissioner Sederburg

Utah Valley University is requesting that Utah Valley University's master plan be placed on the November agenda for review and approval. The master plan is the same plan as adopted by the Board of Regents at its board meeting at SUU last year. Since the last review of the master plan, Utah Valley University has undergone the following changes to the campus:

- Construction of the science building
- Planning and design of the life and wellness center and parking structure
- Acquisition of 100 acres of real property located on the former Geneva Steel site. The Geneva property was acquired in September in accordance with the parameters approved by the Board of Regents. The university is beginning the master planning process on this property.

Utah Valley University continues to explore capital development options to accommodate the continued demand for higher education services in our region. The next capital project being requested by UVU is a general use classroom building proposed for 250,000 square feet with a cost estimated at $50 million.
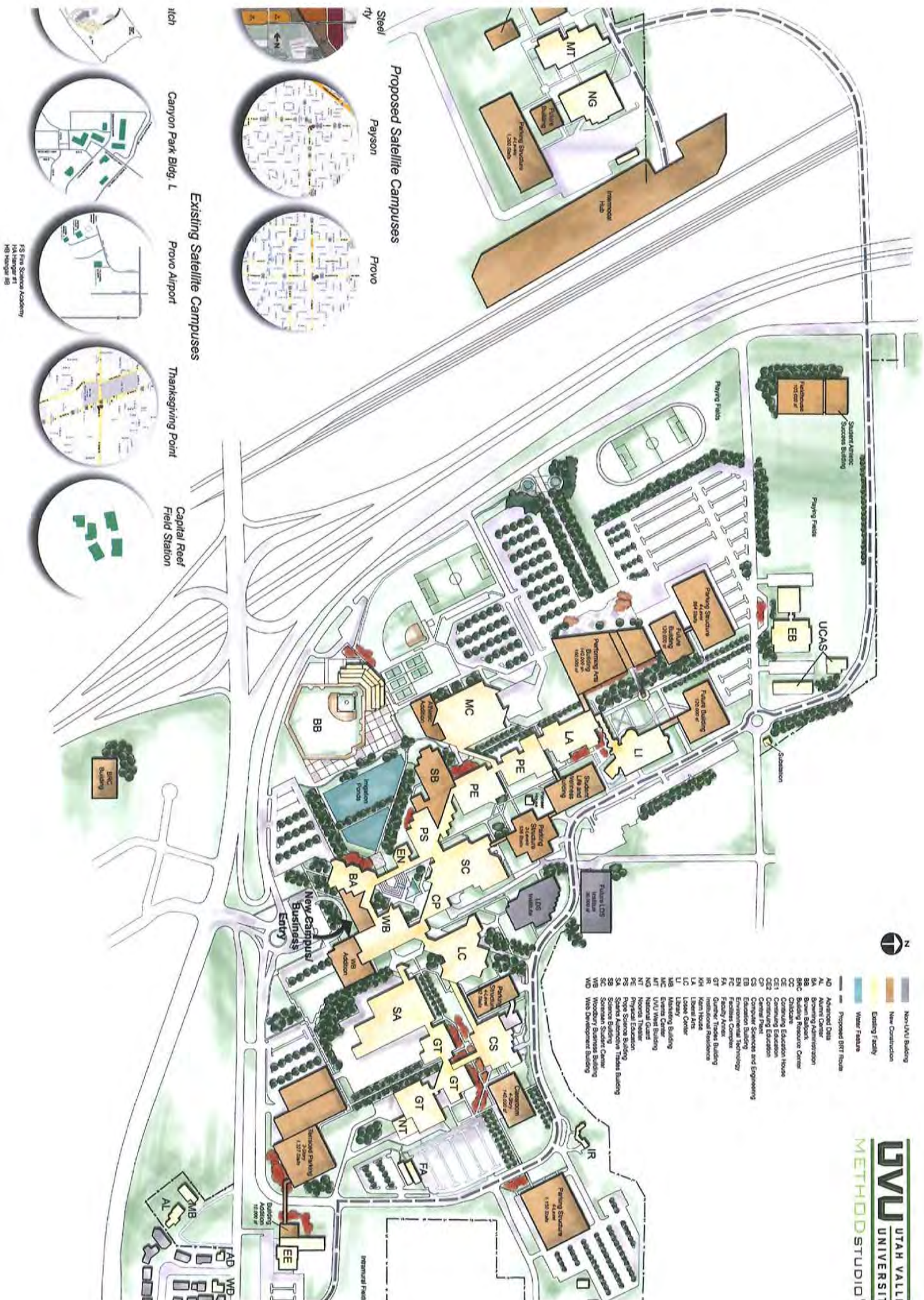
If you have any questions please feel to contact me at (801)863-8424 or e-mail at petersva@uvu.edu.

Sincerely,

Val L. Peterson
Vice President for Finance and Administration

**Existing Satellite Campuses**

Provo Airport

Thanksgiving Point

Capital Reef Field Station

Canyon Park Bldg. L

**Proposed Satellite Campuses**

Payson

Provo

FS Fire Science Academy
HA Hangar #1
HB Hangar #8

Steel
rty

tch

**New Campus Business Entry**

UCAS

z

AD  Advanced Data
AL  Alumni Center
BA  Building Administration
BB  Baseball
BRC Business Resource Center
CC  Continuing Education Center
CE  Continuing Education
CE1 Continuing Education House
CE2 Continuing Education
CP  Central Plant
CS  Central Services
EN  Environmental Technology
EE  Environmental Science and Engineering
FA  Faculty Arena
FC  Faculty Complex
GT  Grande Trades Building
IR  Irrigation
KH  Kinetic Residence
LA  Lecture Arts
LC  Lecture Center
LI  Library
MB  Marketing Building
MC  Greene Building
MT  UVU West Building
NG  Noorda Theatre
NT  Nature Trail
PE  Physical Education
PS  Physical Science Building
SA  Sports Science Building
SB  Scanlan Student Center
SC  Scanlan Student Center
VB  Vista Building
WB  Work Development Building
WD  Work Development Building

Proposed BRT Route
Water Feature
Existing Facility
New Construction
Non-UVU Building

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November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   Utah State University - Non-state Funded Athletics Strength & Conditioning Center

Issue

Utah State University is requesting approval to seek authorization from the 2012 Legislature to construct an Athletics Strength and Conditioning Center. Funding for the project will be provided from donations.

Background

The existing Athletics Strength and Conditioning Center is located in the Student Health and Wellness Center which is inadequate for the needs of athletics. The proposed project consists of a 20,000 square foot facility to be located adjacent to the Jim and Carol Laub Athletics-Academics Complex near the northeast corner of Romney Stadium. At an estimated cost of $6.2 million, the project is to be financed with donated funds. This project does not qualify for state-appropriated O&M funding, and no O&M funding is being requested.

Additional materials, including the letter of request from the University, a completed Other Funded Capital Development Project Request (non-state funded), and conceptual drawings of the proposed facility are attached. Members of the University Administration will be present to provide additional information and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the University's request for legislative authorization to plan and construct this non-state funded project.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

October 26, 2011

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

Dear Commissioner Sederburg:

Utah State University requests approval for Athletics Strength and Conditioning Center. This item is expected to be approved by the USU Board of Trustees on November 4, 2011.

Currently the Strength and Conditioning Center is located in the Student Health and Wellness Center and is inadequate for the needs of the athletes. The new facility will provide adequate space to practice the most updated training methods and use of state of the art equipment.

The proposed project consists of a new 20,000 square-foot facility to house the Strength and Conditioning Center at a cost of approximately $6.2 million and will be located adjacent to the Jim and Carol Laub Athletics-Academics Complex near the northwest corner of Romney Stadium. The project will be funded by donations. Operation and maintenance funds will not be requested from the State.

The new facility will include state of the art strength training and aerobic equipment to meet the needs of the 400 Student Athletes. This facility will feature a short track for speed training and a second level cardio deck area. In addition, the facility will provide space for a ticket office and retail apparel store.

We appreciate your support in this endeavor and ask that you present this item for Regents approval.

Sincerely,

David T. Cowley
Vice President for
    Business and Finance

C:    Stan Albrecht, President
       Greg Stauffer, Associate Commissioner for Finance and Facilities

# FY2013
# Other Funded Capital Development Project Request

**Agency/Institution:**  **Utah State University**

**Project Name:**  **Athletics Strength and Conditioning Center**

**Preliminary Cost Estimate:**  **$6,200,000**

**Total Project Space (Gross Square Feet)**  20,000
    New Space (Gross Square Feet)  20,000
    Remodeled Space (GSF)  0
    Space to be Demolished (GSF)  0

**Increase in State Funded O&M**  $0

**New Program Costs**  NA

**New FTEs Required for O&M**  0

**New FTEs Required for Programs**  NA

**Other Sources of Funding**  Donor

**Previous State Funding**  NA

**Existing Facility**
N/A

## Project Description

The strength and conditioning center will be located adjacent to the Jim and Carol Laub Athletic/Academic complex near the northwest corner of Romney Stadium. This 20,000 sq. ft. facility will include state of the art strength training and aerobic equipment to meet the needs of our 400 Student Athletes. This facility will feature a short track for speed training and a second level cardio deck area. In addition, a ticket office and retail apparel store will be included.

## Project Justification

Currently the Strength and Conditioning Center is located in the Student Health and Wellness Center and is inadequate for the needs of the athletes. The new facility will provide adequate space to practice the most updated training methods and the use of state of the art equipment.

## Planning/Programming

A conceptual study has been done provide visualizations for fundraising purposes. The programming contract will be awarded shortly.

## Site and Infrastructure

The site will be adjacent to the Jim and Carol Laub Athletic/Academic Complex, at the northwest corner of the Romney Stadium. The site is adjacent to existing infrastructure and parking.

# Building Conceptual Study





Images courtesy of VCBO Architecture

Images courtesy of VCBO Architecture

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November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   Proposed Revisions to Policy R513 - Tuition Waivers and Reductions

## Issue

The proposed revision to policy R513 amends the current policy on tuition waivers and reductions to include waiver policy currently located in policy R512, Determination of Resident Status. In addition, the proposal allocates additional authorized border waivers among the institutions, consolidates the waiver allocations of Utah State University and Utah State University – College of Eastern Utah and clarifies policy by including a definition of "entering student".

## Background

Currently, policy R512, Determination of Resident Status, includes waiver policy regarding *Exemption of Nonresident Tuition for Certain Foreign Nationals* and *Exemption of Nonresident Tuition as Athletic Scholarships*. Although this waiver language is included in state statute with the residency requirements (53B-8-102), for greater clarity and ease of reference, the consolidation of this waiver language into policy R513, Tuition Waivers and Reductions, will result in one policy that includes all of the tuition waiver references, requirements and allocations. At present, a draft revision of R512, Determination of Resident Status, is being circulated among the campuses and will result in a proposal to remove the afore mentioned waiver language from the [R512] residency policy and will also recommend other changes to clarify residency requirements; the revisions to that policy will be brought forward at a future meeting.

Relative to policy R513, the legislature authorized the use of two hundred additional border waivers a couple of years ago. At the time, R513 was revised and the border waiver language was updated to include the additional 200 waivers. However, the additional waivers were not specifically allocated among the campuses. As the result of a recent inquiry of each campus concerning the need for additional border waivers, the border waiver allocation contained within the proposed policy revision accommodates the needs of each campus. In general, there was minimal campus need for additional waivers with the exception of Utah State University and Dixie State College.

This policy revision further recognizes the merger of Utah State University and Utah State University – College of Eastern Utah by consolidating the waiver allocations.

## Policy Changes to R513

- Inclusion of the *Exemption of Nonresident Tuition for Certain Foreign Nationals* and *Exemption of Nonresident Tuition as Athletic Scholarships* in R513. (This language will be pulled from R512).

- Consolidation of waivers issued to Utah State University and Utah State University – College of Eastern Utah in sections 3.3, 5.2, 6.3, & 8.6.

- Inclusion of a definition of "entering student" to clarify waiver requirements for section 513-13, *Exemption for Certain Students with Utah High School Graduation*.

## Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R513, raise issues, and, if satisfied, approve Policy R513, Tuition Waivers and Reductions.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

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# R513, Tuition Waivers and Reductions[1]

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

**R513-2. References**

**2.1.** Utah Code §53B-8-101, Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students

**2.2.** Utah Code §53B-8-103, Partial Waivers Pursuant to Reciprocal Agreements

**2.3.** Utah Code §53B-8-104, Nonresident Partial Tuition Scholarships—Border Waivers

**2.4.** Utah Code §53B-8-104.5, Nonresident Tuition Scholarships

**2.5.** Utah Code §53B-8-106, Resident Tuition Scholarships—Requirements—Rules

**2.6.** Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin

**2.7.** Utah Code Title 53B, Chapter 9, Higher Education for Senior Citizens

**2.8.** Utah Code Title 53B, Chapter 8c, Police Officer's and Firefighter's Survivor Tuition Waiver

**2.9.** Utah Code Title 53B, Chapter 8d, Tuition Waivers for Wards of the State

**2.10.** Utah Code Title 53B, Chapter 8e, Tuition Waivers for Purple Heart Recipients

**2.11.** Utah Code §53A-6-104, Tuition Exemption for Teachers

**2.12.** Utah Code §53A-15-101.5, Concurrent Enrollment Instruction in Mandarin Chinese

**2.13.** Policy and Procedures R510, Tuition and Fees

**2.14.** Policy and Procedures R512, Determination of Resident Status

**2.15.** Utah Code §53B-8-107, Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action

**2.16.** Utah Code §53B-8-103.5, Alumni Legacy Nonresident Scholarships

**2.17.** Utah Code §53B-8-102, Definition of Resident Student

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

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

**3.1.** **Resident Students**: The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10 percent of the total amount of tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

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

> **3.2.1.** Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.
>
> **3.2.2.** The Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers by June 1 of each year. Candidates for Utah National Guard tuition waivers will be full-time students and will receive full waivers of resident tuition up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.
>
> **3.2.3.** Any National Guard tuition waivers set aside but not claimed 60 days prior to the beginning of the term may be used for other qualified students.

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

| Institution | Number of Nonresident Students |
|---|---|
| University of Utah | 190 |
| Utah State University | ~~165~~ 183 |
| Weber State University | 135 |
| Southern Utah University | 68 |
| Dixie State College of Utah | 30 |
| Utah Valley University | 114 |
| Snow College | 18 |
| ~~College of Eastern Utah~~ | ~~18~~ |
| Salt Lake Community College | 43 |
| USHE Total | 781 |

> **3.3.1.** **Waiver of Resident Portion of Tuition after the First Year**: The president may continue to waive the resident portion of the tuition during the entire time the affected meritorious nonresident student remains an undergraduate student in good standing at the institution. The resident portion of the tuition for each nonresident student is equal to the tuition for resident students at the institution.
>
> **3.3.2.** **Waiver of Nonresident Portion of Tuition after the First Year**: The president may waive the nonresident portion of tuition for a meritorious nonresident student receiving a waiver under this section after completion of the student's first year of full-time study at the institution.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**5.2.1.** The amount of the approved scholarship may not be more than ½ of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

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

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

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

| Institution | Number of Scholarships |
|---|---|
| University of Utah | ~~27~~ 30 |
| Utah State University | ~~140~~ 290 |
| Weber State University | ~~21~~ 35 |
| Southern Utah University | 74 |
| Dixie State College of Utah | ~~119~~ 157 |
| Utah Valley University | ~~0~~ 10 |
| Snow College | 0 |
| ~~College of Eastern Utah~~ | ~~18~~ |
| Salt Lake Community College | 4 |
| USHE Total | ~~403~~ 600 |

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

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

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

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

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

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

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

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

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

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

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

| Institution | Differential Tuition Scholarships (up to 100%) | Differential Tuition Scholarships (up to 50%) | Total |
|---|---|---|---|
| University of Utah | 24 | 14 | 38 |
| Utah State University | ~~328~~ 330 | ~~105~~ 112 | ~~433~~ 442 |
| Weber State University | 55 | 15 | 70 |
| Southern Utah University | 96 | 25 | 121 |
| Snow College | 2 | 7 | 9 |
| Dixie State College | 161 | 44 | 205 |
| ~~College of Eastern Utah~~ | ~~2~~ | ~~7~~ | ~~9~~ |
| Utah Valley University | 0 | 0 | 0 |
| Salt Lake Community College | 7 | 8 | 15 |
| USHE Total | 675 | 225 | 900 |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Institution | Number of WUE Slots |
|---|---|
| University of Utah | 125 |
| Utah State University | ~~250~~ 330 |
| Weber State University | 150 |
| Southern Utah University | 140 |
| Dixie State College of Utah | 80 |
| Utah Valley University | 54 |
| Snow College | 80 |
| ~~College of Eastern Utah~~ | ~~80~~ |
| Salt Lake Community College | 37 |
| USHE Total | 996 |

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

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

9.1.    **Definitions**: As used in this part:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**10.1.** **Definitions**: As used in this part:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**13.5.** For the purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

**R513-14**      **Exemption of Nonresident Tuition for Certain Foreign Nationals**: Pursuant to §53B-8-102. A student shall be exempt from paying the nonresident portion of total tuition if the student

> **14.1.**     is a foreign national legally admitted to the United States;

> **14.2.**     attended a Utah high school in Utah for three or more years; and

> **14.3.**     graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

**R513-14_5_**      **Waiver of Tuition for Purple Heart Recipients**: Pursuant to §53B-8e-101. USHE institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

**R513-1_6_** Scott B. Lundell **Waiver of Tuition for Dependents of Military Members Killed in Action**: Pursuant to §53B-8-107

> **1_6_.1.**     **Tuition Waiver**: USHE institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.

> > **1_6_.1.1.**     The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

> > **1_6_.1.2.**     The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512.

> > **1_6_.1.3.**     The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

> **1_6_.2.**     **Certification by Adjutant General or Designee**: The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

> **1_6_.3.**     **Definition of "Dependent"**: For purposes of this policy, the term "dependent" shall include a surviving spouse.

> **1_6_.4.**     **Limitations on Waiver**: The waiver is subject to the following limitations:

> > **1_6_.4.1.**     The waiver is not applicable if the dependent has already completed an undergraduate degree.

> > **1_6_.4.2.**     The waiver is applicable for undergraduate study only.

> > **1_6_.4.3.**     The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

1<u>6</u>.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

**R513-17.** **Alumni Legacy Nonresident Scholarships**: Pursuant to §53B-8-103.5

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

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

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

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

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

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

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

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

**R513-18.** **Exemption of Nonresident Tuition as Athletic Scholarships**: Pursuant to §53B-8-102. In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and this policy (R513), each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*<sup>SM</sup>

November 9, 2011

MEMORANDUM

TO:             State Board of Regents

FROM:           William A. Sederburg

SUBJECT:        Southern Utah University – Housing Revenue Bond Approval

Summary

Should this item need to come forward, materials will be hand carried to the Board of Regents meeting.

William A. Sederburg
Commissioner of Higher Education

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*<sup>SM</sup>

November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   Annual Report on Foreign Gifts and/or Donations

## Summary

In 2010, the Legislature enacted HB 114 sponsored by Rep. Carl Wimmer, "Disclosure of Donations to Higher Education Institutions"; it went into effect on May 11, 2010. The law requires the Board of Regents to report annually to the Legislature on any donations of $50,000 or more in a given year made to USHE institutions from a foreign person or entity (or of $250,000 or more if from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act for 10 years or more). This is the second annual report as required by law.

This report is included as an attachment to this memorandum. The report shows the University of Utah receiving a total of $264,000 in foreign donations; no other USHE institution received a foreign donation that fit the statutory requirements.

## Commissioner's Recommendation

Information Item only; no action is needed.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment

November 9, 2011

MEMORANDUM


TO:          State Board of Regents

FROM:        William A. Sederburg

SUBJECT:     USHE – Annual Report on Leased Space

## Issue

The USHE Annual Report of Leased Space, as required by Regent Policy 710, is attached for your information. A summary of this information will subsequently be submitted to DFCM for inclusion in the State Building Board Five-year Building Program document.

## Background

USHE institutions have submitted their detailed lists of leased space currently under contract. Those leases, including changes from the prior year, are summarized in the following table:

| | **Institutional Leased Space Summary** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2010 | | | 2011 | | | Summary of Changes | | |
| Institution | No. of Leases | Square Feet | Rent | No. of Leases | Square Feet | Rent | % Change No. of Leases | Square Feet | Rent |
| UU | 144 | 1,384,466 | $ 21,863,540 | 146 | 1,128,030 | $ 19,547,053 | 1.4% | -18.52% | -10.60% |
| USU | 30 | 180,864 | 1,018,423 | 23 | 159,465 | 894,170 | -23.3% | -11.83% | -12.20% |
| WSU | 2 | 21,175 | 135,638 | 3 | 21,385 | 140,018 | 50.0% | 0.99% | 3.23% |
| SUU | 39 | 64,956 | 488,103 | 42 | 83,689 | 676,367 | 7.7% | 28.84% | 38.57% |
| Snow | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| DSC | 3 | 14,915 | 33,898 | 5 | 11,200 | 215,688 | 66.7% | -24.91% | 536.29% |
| UVU | 8 | 122,295 | 632,689 | 7 | 89,295 | 536,967 | -12.5% | -26.98% | -15.13% |
| SLCC | 10 | 121,666 | 874,641 | 9 | 145,899 | 1,280,253 | -10.0% | 19.92% | 46.37% |
| Total | 236 | 1,910,337 | $ 25,046,932 | 235 | 1,638,963 | $ 23,290,516 | -0.4% | -14.21% | -7.01% |

As noted on the summary, six of the institutions show double-digit percentage changes from the prior year in space leased and rent paid:

- University of Utah – The decreases in the square feet leased and rent paid are primarily the result of the bonding approved by the Regents and the legislature to provide funds for the purchase of the Ambassador Club and Orthopedic Center Buildings. These two buildings accounted for

combined space of 279,220 square feet and combined rent of $3,255,648 on the FY 2010 leased space report and are now owned by the University.

- Utah State University – The decrease at USU is the result of two things: (1) last year USU was leasing a building on the Innovation Campus (14,492 square feet with an annual rent of $130,429). Earlier this year ownership of the building reverted to USU thereby terminating the lease. The Regents subsequently approved, at their July 15, 2011 meeting, the sale of the building to Woodbury Corporation for major renovation; and (2) a significant reduction in the number of leases and related rent at the CEU campus.

- Southern Utah University – The significant increase is the due to the lease of 11,705 square feet of office space at an annual cost of $163,870 (ADB Bank Building) that was approved by the Regents at their December 9, 2010 meeting.

- Dixie State College – DSC has a small number of leases which results in percentage changes appearing to be very large this year. The changes are: (1) the termination of a very low cost lease of a hanger at the St. George Airport; (2) the lease of three properties (Larkin properties) purchased recently by the Dixie Foundation and leased to the College; and (3) the lease of University Plaza Building D from the Dixie Foundation paid with federal grant funds.

- Utah Valley University – The decrease at UVU was the completion of an airport hanger lease (33,000 square feet at an annual cost of ($99,501).

- Salt Lake Community College – The changes at SLCC included: (1) termination of the Ogden Airport Road lease of classroom and office space; (2) termination of the Rose Park lease of classroom and office space; and (3) lease of the Westpointe Centre building for classroom and office space as approved by the Regents at their July 15, 2011 meeting.

A more detailed summary showing the sources of funding for the leases also is attached for your information. A listing of all institutional leases, which includes additional detail about each of the leases, is on file in the Office of the Commissioner and is also available on-line for your information at http://www.higheredutah.org/facilities/.

<center>Commissioner's Recommendation</center>

This is an information item. No action is required

<div align="right">
_____<br>
William A. Sederburg<br>
Commissioner of Higher Education
</div>

WAS/GLS/WRH
Attachment

# Utah System Of Higher Education

## Annual Leased Space Report - FY 2011

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| **University of Utah** | | | | | | |
| Bountiful, Academic Outreach & Continuing Education | 1 | 24,851 | $ 3.35 | $ 83,340 | State | Classroom/Office |
| Murray, Academic Outreach & Continuing Education | 1 | 11,765 | 12.36 | 145,416 | State | Classroom/Office |
| Sandy, Academic Outreach & Continuing Education | 1 | 20,000 | 15.74 | 314,700 | State | Classroom/Office |
| St. George, Academic Outreach & Continuing Education | 1 | 6,600 | 14.65 | 96,660 | State | Classroom/Office |
| Salt Lake City, West Institute | 1 | 22,501 | 0.00 | 1 | State | Office |
| Tanner Creative Dance - Ogden, Park City, So. Jordan | 3 | Varies | Varies | Varies | Other | Office |
| Research Park Development Office | 1 | 29,228 | 20.83 | 608,676 | Other | Office |
| Research Park, Human Resources & Payroll Office | 1 | 29,977 | 27.19 | 814,956 | Other | Office |
| Research Park, Office of Technology Commercialization | 1 | 23,559 | 25.44 | 599,388 | Other | Office |
| Research Park, College of Health - Occupational Therapy | 1 | 3,877 | 19.00 | 73,668 | Other | Occupational/Medical Training Facility |
| Park City, Investment Management | 1 | 138 | 78.26 | 10,800 | Other | Office |
| Washington D.C., Appartments | 6 | - | | 171,936 | Other | Student Apartments for Interns |
| Dialysis Centers, Various Locations | 16 | 101,618 | 18.11 | 1,839,828 | Clinical | Office/Clinical/Teaching & Research |
| Research Park, Hospital, Clinical, & Research | 48 | 546,815 | 18.14 | 9,919,188 | Clinical/Other | Office/Clinical/Research/Storage |
| Other Off-campus Leases, Hospital, Clinical, & Research | 58 | 307,101 | 15.85 | 4,868,496 | Clinical/Other | Office/Lab/Research/Storage |
| **Land Leases:** | | | | | | |
| KUED - Mt. Vision (.43 acres) | 1 | N/A | N/A | 46,296 | State | Ground |
| Daybreak - Temporary Clinic (Trailers) | 1 | N/A | N/A | - | N/A | Ground |
| Millard County (near Delta) - Physics Dept. (120 acres) | 1 | N/A | N/A | 990 | Other | Ground |
| Seismograph Stations (BLM Land - 247 stations)) | Various | N/A | N/A | - | Other | Ground |
| Madsen Health Center Parking Lot (.75 acres) | 1 | N/A | N/A | 12,000 | Other | Ground |
| Beta Corner Lease | 1 | N/A | N/A | - | Other | Ground |
| **Subtotal - UU** | 146 | 1,128,030 | N/A | $ 19,547,053 | | |

## Utah State University

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| Brigham City, Life Span Learning Center | 3 | 66,755 | $ 4.36 | $ 291,081 | State/Other | Classroom/Office/Storage |
| Brigham City, Early Intervention | 1 | 2,073 | 5.18 | 10,745 | Other | Classroom |
| Logan, Airport | 2 | 21,315 | 4.77 | 101,690 | Other | Office/Hanger |
| Castle Dale, SW Early Intervention | 1 | 1,760 | 4.09 | 7,200 | Other | Classroom/Office |
| Logan, Jamestown Bldg. - Early Intervention | 1 | 1,255 | 12.87 | 16,152 | Other | Classroom |
| Logan, USU Research Foundation | 1 | 3,079 | 14.94 | 45,999 | Other | Tech. Commercialization Office (Research) |
| Logan, Cache Valley Center for the Arts | 1 | 980 | 1.53 | 1,500 | Other | Radio Station/Office |
| Moab, Emporium | 1 | 218 | 15.14 | 3,300 | Other | Classroom |
| Price, SW Early Intervention | 1 | 1,200 | 4.00 | 4,800 | Other | Classroom/Office |
| Orem, Provo Education Center | 1 | 2,494 | 15.50 | 38,657 | Other | Classroom/Office |
| Salt Lake City, Dairy Commission Nutrition & Food Sch. | 1 | 231 | 12.99 | 3,000 | State | Office |
| Salt Lake City, Development Office | 1 | 1,601 | 10.99 | 17,592 | Other | Development Office/Retail |
| Salt Lake City, Granite School District | 1 | 25,689 | 8.75 | 224,808 | Other | Classroom/Office |
| Tremonton | 1 | 1,100 | 14.59 | 16,045 | Other | Classroom/Office |
| Washington D.C. | 3 | 4,715 | 22.18 | 104,580 | Other | Student Apartments for Interns/Advisor |
| USU/CEU, Prehistoric Museum | 1 | 22,500 | 0.00 | 1 | State | Museum/Office |
| USU/CEU, Carbon County, One-half mile NE of Price | 1 | N/A | N/A | 120 | State | Land |
| USU/UVU, Price Storage | 1 | 2,500 | 2.76 | 6,900 | State | Storage |
| Subtotal - USU | 23 | 159,465 | N/A | $ 894,170 | | |

## Weber State University

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| Kaysville, Davis High School | 1 | 13,650 | $ 1.10 | $ 15,030 | State | Classroom |
| Roy, WSU West | 1 | 7,525 | 16.03 | 120,608 | State/Other | Classroom/Office/Storage/Student Center |
| DATC, UCAID USTAR | 1 | 210 | 20.86 | 4,380 | Other | Office |
| Subtotal WSU | 3 | 21,385 | N/A | $ 140,018 | | |

## Southern Utah University

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| Cedar City, Various Storage Locations | 17 | 11,608 | $ 2.42 | $ 28,056 | Other | Storage |
| Cedar City, Business Resource Center | 1 | 3,026 | 16.65 | 50,383 | State/Other | Office |
| Cedar, Global Engagement | 1 | 4,097 | 3.08 | 12,600 | State | Office |
| Head Start, Various Locations | 13 | 33,580 | 9.72 | 326,558 | Other | Classroom/Office/Storage |

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| Cedar City, Parking Services | 1 | N/A | N/A | 13,000 | State | Parking |
| Cedar City, Psychology | 1 | 2,495 | 4.09 | 10,200 | State | Office |
| Cedar City, Service & Learning | 1 | 2,235 | 4.56 | 10,200 | State | Office |
| Cedar City, University Housing | 2 | 11,618 | 3.74 | 43,500 | Other | Residential |
| Enoch, University Housing | 1 | 270 | 3.33 | 900 | Other | Storage |
| Cedar City, Utah Center for Rural Health | 2 | 625 | 8.16 | 5,100 | Other | Residential/Storage |
| Cedar City, Intergovernmental Internships Coop | 1 | 2,430 | 4.94 | 12,000 | State | Office |
| Cedar City, Community Outreach Center | 1 | 11,705 | 14.00 | 163,870 | State/Other | Office |
| Subtotal SUU | 42 | 83,689 | N/A | $ 676,367 | | |
| Snow College - No Leases | | | | | | |
| Dixie State College | | | | | | |
| St. George, University Plaza | 1 | 3,300 | $ 7.50 | $ 24,750 | State | Classroom |
| St. George, University Plaza | 1 | 3,300 | $ 25.20 | 83,160 | Other | Classroom |
| St. George, Larkin Property Home #20 | 1 | 900 | $ 23.43 | 21,087 | State | Office |
| St. George, Larkin Property Home #50 | 1 | 2,500 | $ 23.43 | 58,575 | State | Office |
| St. George, Larkin Property (Wellness Center) | 1 | 1,200 | $ 23.43 | 28,116 | Other | Medical/Research |
| Subtotal - DSC | 5 | 11,200 | N/A | $ 215,688 | | |
| Utah Valley University | | | | | | |
| Orem, Woodbury Art Gallery | 1 | 13,732 | $ 1.42 | $ 19,489 | State | Office/Other |
| Orem, Canyon Park Building | 1 | 38,603 | 4.84 | 186,761 | State/Other | Classroom/kitchens/Office/Other |
| Orem, Murdock Property | 1 | 22,160 | 9.21 | 204,077 | State | Office/Other |
| Provo, Airport | 1 | 14,800 | 5.68 | 84,000 | Other | Classroom/Office/Hanger |
| Provo, Airport | 3 | N/A | N/A | 42,640 | State/Other | Ground |
| Subtotal - UVU | 7 | 89,295 | N/A | $ 536,967 | | |

| Location | # of Leases | Gross Sq. Ft. | Average Cost Per Sq. Ft. | Annual Lease Payment | Source of Funding | Type of Space |
|---|---|---|---|---|---|---|
| Salt Lake Community College | | | | | | |
| Salt Lake City, Writing Center | 1 | 1,545 | $ 7.06 | $ 10,905 | State | Classroom/Office |
| Salt Lake City, Library Square | 1 | 23,653 | 12.74 | 301,340 | State | Classroom/Office |
| Salt Lake City, Westpointe Center | 1 | 35,087 | 15.62 | 548,099 | Other | Classroom/Office |
| Salt Lake City, Highland Center | 1 | 33,501 | 5.30 | 177,706 | Other | Classroom/Office |
| Salt Lake City, Warehouse | 3 | 30,000 | 3.96 | 118,800 | State | Storage |
| Salt Lake City, Airport Center | 2 | 22,113 | 5.58 | 123,403 | State | Classroom/Office/Lab/Hanger |
| Subtotal - SLCC | 9 | 145,899 | N/A | $ 1,280,253 | | |
| TOTAL - USHE Institutions | 235 | 1,638,963 | N/A | 23,290,516 | | |

TAB I

November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   <u>USHE – Institutional Residences Annual Report</u>

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences (IR). Beyond the Regent Policy requirement, institutional representatives support the presentation of this information to the Regents' to maintain proper institutional internal control, ensure that IR budgets are set and expenditures are monitored, support the IR as a sanctioned institutional offering, and to provide public exposure and feedback regarding the facilities operation and maintenance.

The attached report summarizes the approved budget and expenditures for each institutional residence over the past five years.

<div align="center">

<u>Commissioner's Recommendation</u>

</div>

<u>This is a discussion item only; no action is needed.</u>

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
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November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Capital Facilities Update: State Building Board Meeting

## Background

The State Building Board has recently concluded its annual prioritization process related to requests for State appropriations for purposes of constructing new and/or replacement facilities. Prioritization by the Building Board is the next step in the prioritization process of higher education's facilities request, and utilizes input received from the CDP process undertaken by the State Board of Regents. The Legislative Infrastructure and General Government Appropriations Committee will take up the Regents request list during the 2012 Session. The purpose of this agenda item is to provide the Board of Regents with an update regarding the USHE facilities requests and the recently completed Building Board meeting.

## Issue

Attached please find the prioritized capital development list, as approved by the State Building Board at its October meeting. The number one priority project on the capital development list is the UofU Infrastructure Project. *With but one exception, the State Building Board ranked USHE's capital development projects in precisely the same order that the Board of Regents ranked the projects.*

The State Building Board also spent considerable time on several other topics of interest to the Board of Regents: significant discussion occurred with regard to non-state funded projects, updates regarding [general obligation] bonding levels were discussed, and continuing debate regarding operations & maintenance (O&M) budgets took place.

## Commissioner's Recommendation

This is an information item only; no action is requested.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
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November 9, 2011

MEMORANDUM

TO:           State Board of Regents

FROM:       William A. Sederburg

SUBJECT:   USHE – Fall 2011 Enrollment Report

## Summary

Institutions use enrollment information as an important component for resource allocation. You may wish to refer to Tab BB for more detailed information.

## Commissioner's Recommendation

Information Item only; no action is needed.

---

William A. Sederburg
Commissioner of Higher Education

TAB L

# UTAH SYSTEM OF HIGHER EDUCATION
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November 9, 2011

## MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   Paulien Facilities Space Study Update

### Issue

Last fall the Office of the Commissioner entered a contract with Paulien & Associates, Inc. to complete a facilities space study for the Utah System of Higher Education. Paulien & Associates, a facilities planning consultant firm, prepared a similar study for the state - under the direction of DFCM - back in 1996. The space inventory and space standards were in need of review and updating. Work to complete this project continues.

A second draft report of the findings, incorporating initially suggested revisions, has now been received. Within the coming week, a meeting involving all the USHE institutions and the consultants who made the site visits and prepared the report, will be held in the Commissioner's Office. With the potential of a changing State of Utah environment on the facilities front, discussion will focus both on final revisions to the draft document and on the potential of incorporating one or two additional sections in the final report.

Current plans are to have a final report available to be presented at the January 2012 Board meeting.

### Commissioner's Recommendation

This in an information item. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS

UTAH SYSTEM OF
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November 9, 2011

MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   NCHEMS Funding Equity Study

During the legislative session, SB97 passed placing Mission-Based Funding into state statute. Part of the Mission-Based Funding bill requires the USHE to "recommend ways to address funding any inequities for institutions as compared to institutions with similar missions".

To aid in accomplishing this objective, the USHE entered into a contract with the National Center for Higher Education Management Systems (NCHEMS) on June 3, 2011 to conduct a study. To begin the study, Dr. Dennis Jones, President of NCHEMS, personally met with Utah Legislators, Governor's Representatives, Regents' and Campus Presidents to discuss adding an equity component to Mission-Based Funding.

NCHEMS provided a preliminary study for discussion and a technical review at the Council of Presidents on August 30th, 2011. To facilitate the COP discussion, Dr. Jones joined the meeting via telephone. In addition, Dr. Jones personally met with the Regents at their September 8th, 2011 work meeting to discuss the preliminary study, address policy implications, consider additional input from the group and field questions.

Current plans are to have a final version of the study in time for presentation to the Board of Regents at the January 2012 meeting. Preliminary drafts of the study have focused on measuring funding inequity by comparing *total funding levels* per FTE student at each Utah institution with the levels of those of their Board-approved peers and by considering the institutional state appropriations and student (tuition) *funding mix* as compared to peers and other similar institutions. Broadly speaking, inequities appear in funding levels per FTE and in the funding mix or the proportion of funding contributed by the state and students.

To assist USHE in addressing these inequities, NCHEMS is developing two funding models. The first model allows the USHE to input desired Utah institutional percentages of peer group resources per FTE and desired state/student funding ratios to produce differing scenarios of the increase/changes in state appropriations and student (tuition) funding to achieve the desired funding objectives. The second model is an equity funding distribution formula that compares institutional state appropriations to a target, based on institution mission, and then weights the gap in appropriated funding, based on institutional FTE, to proportionally allocate a distribution of new state appropriations.

Subsequent to the September Regent work meeting, NCHEMS has provided updated drafts of the Study reflecting the latest national data for use in the equity calculations. Next, NCHEMS, with USHE and

campus input will review incorporation of further distinctions in campus roles and their impact on equity determinations and solutions to address them. This work, involving NCHEMS, the institutions, and the Commissioner's Office, should be finished in the coming weeks, with a final report available to the Board of Regents for the January 2012 meeting.

<u>Commissioner's Recommendation</u>

<u>This in an information item. No action is required.</u>

_____
William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM

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November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Revisions to Regents' Policy R605: Higher Education Success Stipends

## Background

Utah Higher Education's need based financial aid program, the Utah Centennial Opportunity Program for Higher Education (known as "UCOPE") was enacted by the Utah Legislature in 1996 and is administered by the Utah Higher Education Assistance Authority (UHEAA) on behalf of the Board of Regents. In the 2011 legislative session, the Commissioner's Office worked with Senator Wayne Niederhauser to update the statute, rename the program as "Success Stipends" to better reflect its purpose. These changes were enacted in S.B. 107, Higher Education Success Stipends, which passed both houses of the Legislature unanimously and was signed into law by Governor Gary Herbert.

## Issue

The enactment of S.B. 107, Higher Education Success Stipends, necessitates updating Regents' Policy R605 and its accompanying state administrative rule. Earlier this year the administrative rule was updated and a draft prepared to update Regent Policy, but it was inadvertently not included on a Board of Regents agenda for action. The policy revision is now attached, both in a "redline" version to show changes to the original policy, and as an updated document showing the changes incorporated. The most substantive changes of S.B. 107 was repealing the Cesar Chavez Scholarship (enacted several years ago but which had never been funded by the Legislature), making it clear that Success Stipend grants come after the student has used her/his own resources, family support, scholarships and federal aid, and adding accountability back to the Higher Education Appropriations Subcommittee for the appropriations received.

## Commissioner's Recommendation

The Commissioner recommends the Board review the attached policy amendment, make any changes it deems necessary, and then adopt it to ensure that Regent Policy is in harmony with state law.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachments

UTAH SYSTEM OF
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# R605, ~~Utah Centennial Opportunity Program for Education~~Higher Education Success Stipend Program[1]

**R605-1. Purpose:** To provide Board of Regents ("the Board") policy and procedures for implementing the Higher Education Success Stipend Program ("HESSP") (formerly known as the Utah Centennial Opportunity Program for Education ("UCOPE")) ("HESSP", or "program"), Utah Code Title 53B, Chapter 13a, enacted in H.B. 64 by the 1996 General Session of the Utah Legislature, as amended in 1997, 1998, ~~and~~ 2004 by S.B. 40, Cesar Chavez Scholarship Program and 2011 by S.B. 107, Higher Education Success Stipend Program ("HESSP").

**R605-2. References:**

    **2.1.** Utah Code §53B-8-102 (Definition of Resident Student)
    **2.2.** Utah Code §53B-8-106 (Resident tuition - Requirements - Rules)
    **2.3.** Utah Code Title 53B, Chapter 13a (~~Utah Centennial Opportunity Program for Education~~Higher Education Success Stipend Act)
    **2.4.** Policy and Procedures R512, Determination of Resident Status

**R605-3. Effective Date:** These revised policies and procedures are effective ~~July 1, 2004~~ July 1, 2011.

**R605-4. Policy**

**4.1. Program Description:** ~~UCOPE~~HESSP is a State supplement to increasingly inadequate grant and work assistance from Federal Government student financial aid programs. In Utah Code §53B-13a-103(1), the Legislature finds "~~the prosperity, economic success, and general welfare of the people of Utah and of the state are directly related to the educational levels and skills of the citizens of the state; and financial assistance, to bridge the gap between a financially needy student's resources and the cost of attendance at a Utah postsecondary institution, is a necessary component for ensuring access to postsecondary education and training~~that the general welfare and well-being of the state are directly related to the educational levels and skills of the citizens of the state, and that limited financial aid for students with demonstrated financial need to help finance costs of attendance at Utah postsecondary institutions is a necessary component for ensuring access to postsecondary education and training as the state enters its second century of statehood." Program funds may be used for either grants or work-study awards to students with demonstrated financial need, with no more than 3.0% of funds allocated to an eligible institution permitted to be used for administrative costs. These are the only purposes for which program funds may be used.

    **4.2. Award Year:** The award year for ~~UCOPE~~HESSP is the twelve-month period ~~designated by an eligible institution,~~ coinciding ~~approximately~~ with the state fiscal year beginning July 1 and ending June 30. ~~An institution may choose to have its Summer enrollment period as either the first or the final enrollment period of the award year for UCOPE purposes.~~

---

[1] Adopted May 3, 1996; amended March 20, 1997 and April 24, 1998. Amended by the Utah Board of Regents April 11, 2000, June 20, 2002, June 22, 2004, June 20, 2006 and May 20, 2011.

**4.3. Institutions Eligible to Participate**: Eligible institutions include the ten eight institutions of the Utah System of Higher Education, and Utah private, nonprofit postsecondary institutions (which are accredited by a regional accrediting organization recognized by the Board) and the Utah College of Applied Technology campuses, recognized by the Board. These are the only institutions eligible to participate. For purposes of this section the Board recognizes the Northwest Association of Schools and Colleges as the accrediting organization. Utah private nonprofit postsecondary institutions accredited by the Northwest Association of Schools and Colleges are Brigham Young University, Westminster College and LDS Business College.

**4.4. Students Eligible to Participate**: To be eligible for grant or work-study assistance from UCOPEHESSP funds, a student must:

**4.4.1.** be a resident student of the State of Utah under Utah Code §53B-8-102 and Board Policy R512 or exempt from paying the nonresident portion of total tuition under Utah Code §53B-8-106. For purposes of this section, in addition to the qualification methods set forth in Policy R512, an institution may recognize a student, other than a nonimmigrant alien, as a resident student of the State of Utah if the student graduated from a Utah high school within 12 months of enrolling in the institution; and,

**4.4.2.** be unconditionally admitted and currently enrolled in an eligible institution on at least a half-time basis as defined in Federal regulations applicable to Title IV of the Higher Education Act, in a post-high school program of at least nine months duration, leading to an Associate or Bachelor's degree, or to a diploma or certificate in an applied technology or other occupational specialty. This does not include un-matriculated students or students enrolled in post baccalaureate programs or in remedial or developmental programs to prepare for admittance to a degree, diploma, or occupational certificate program; and;

**4.4.3.** be maintaining satisfactory academic progress, as defined by the institution, toward the degree, diploma, or certificate objective in which enrolled; and;

**4.4.4.** meet all requirements of general eligibility for Federal Higher Education Act Part IV Student Financial Aid Programs, as defined in applicable U. S. Department of Education Regulations and the current edition of the Department of Education Student Aid Handbook; and;

**4.4.5.** have a demonstrated need for financial assistance based on the defined Cost of Attendance for the applicable student category at the institution and the expected family contribution as determined by the Federal need analysis process for Higher Education Act Title IV student financial assistance programs, and, to qualify for a Cesar Chavez Scholarship, have a family income less than 200% of the federal poverty guideline issued each year by the U.S. Department of Education for the family size.

**4.5. Program Administrator**: The program administrator for UCOPEHESSP is the Associate Commissioner for Student Financial Aid, or a person designated in a formal delegation of authority by the Associate Commissioner, under executive direction of the Commissioner of Higher Education.

**4.6. Determination of Funds Available for the Program**: Funds available for UCOPEHESSP allotments to institutions may come from specifically earmarked state appropriations, from the statewide student financial aid line item appropriation to the Board, or from other sources such as private contributions. Amounts available for allotment each year shall be determined as follows:

**4.6.1.** Consistent with the original purposes of the Statewide Student Financial Aid line item appropriation to the Board, funds appropriated in the line item shall be applied in the following priority order:

**4.6.1.1.** First priority is given to matching funds for Utah System of Higher Education institutional awards from the Federal Government for campus-based Federal Perkins Loan Program capital contributions, Federal Supplemental Educational Opportunities Grant Program funds, and partial matching for the Federal College Work Study Program.

**4.6.1.2.** Second priority is given to providing the required state match for allocations of Leveraging Educational Assistance Partnership Program funds Federal contributions to the State of Utah.

**4.6.1.3.** All remaining funds are used for UCOPEHESSP.

**4.6.2.** All funds appropriated by specific legislation, or in a specific line item for UCOPEHESSP, and any funds from other sources contributed for UCOPEHESSP, are added together with funds available for UCOPEHESSP pursuant to subsection 4.6.1, to determine the total amount available for the program.

## 4.7. Allotment of Program Funds to Institutions

4.7.1. Annually, the program administrator will request Federal Pell Grant disbursement data by March 1st. The chiefThe director of financial aid executive officer or chief student services officer of an eligible institution wishing towill demonstrate intention to continue participateion in UCOPEHESSP is required to submitby submitting to the program administrator a letter of intent to participate by the 15th of May preceding the beginning of the fiscal year (July 1 through June 30), and to include in the letter of intent a certification, subject to audit, of (a) the total dollar amount of Federal Pell Grant funds awarded in the most recent completed award year to all students at the institution and (b) the total dollar amount of Pell Grant funds awarded specifically to students at the institution who were resident students of the state of Utah under Utah Code §53B-8-102 and Board Policy R512.

4.7.2. Failure to submit its letter of intentthe certification required in 4.7.1 with the required Pell Grant information by the specificrequested date constitutes an automatic decision by an eligible institution not to participate in the program for the specificnext fiscal year.

4.7.3. An eligible institution which submits a qualifying letter of intent by the specified date for a specific fiscal year is a participating institution for that fiscal year.

4.7.43. Allotment of program funds to participating institutions is in the same proportion as the amount of Federal Pell Grant funds received by each participating institution for resident undergraduate studentsstudents bears to the total of such funds received for such students in the most recently completed award year by all participating institutions. For Example:

$$\frac{\text{Participating Institutions Utah Resident Pell Grant Disbursements}}{\text{Total Utah Resident Pell Grant Disbursements for all Participating Institutions}} = \text{\% of HESSP Funds Allocated to the Participating Institution}$$

4.7.54. The program administrator will sends official notification of each participating institutionsits allotment together with a program participation agreement, and blank copies of the format for institutional UCOPE reports to be submitted within 30 days of the end of the applicable fiscal year, to the chief executive officerdirector of financial aid of each participating institution, by the 20th of May preceding theeach fiscal year.

4.7.5 The program administrator will send a blank copy of the format for the institutional HESSP performance report, to be submitted within 30 days of the end of the applicable fiscal year, to the director of financial aid of each participating institution each fiscal year.

## 4.8. Annual Institutional Participation Agreements: Each participating institution will enter into a written agreement with the program administrator or assigned designee agreeing to abide by the program policies, accept and disburse funds per program rules, provide the required report each year and retain documentation for the program to support the awards and actions taken. To receive UCOPE funds for an award year, a participating institution is required to submit a participation agreement, signed by the chief executive officer. By accepting the funds, the participating institution and agreesing to the following terms and conditions:

### 4.8.1. Use of Program Funds Received by the Institution

**4.8.1.1.** The institution may at its discretion place up to, but in no case more than, 3.0% of the total amount of program funds allotted to it for the award year in a budget for student financial aid administrative expenses of the institution, and will expend all funds so budgeted before the end of the state fiscal year for which allotted.

**4.8.1.2. (a)** For the 1996-97 award year and award years 2000-01 and 2001-02, if the institution's allotment for the fiscal year is $100,000 or more, the institution will place at least 30% of the total amount of program funds allotted to it for the award year in a budget to be used only for payment of work-study stipends to eligible students, for employment during the award year either in jobs provided under Federal Work-Study Program (FWSP) regulations or in jobs provided in accordance with UCOPE Work-Study Program (UWSP) policies (Section 4.9 herein). For award years after 1997-98 through 1999-2000, if the institution's allotment for the fiscal year is $50,000 or more, the institution will place at least 50% of the total amount of program funds allotted to it in a budget to be used only for payment of work-study stipends to eligible students, for employment during the award year either in jobs provided under FWSP regulations or in jobs provided in accordance with Section 4.9.

**4.8.1.2. (ba)** For any award year, the institution may, at its option, place all or any portion of its allotted UCOPEHESSP funds in a budget to be used only for payment of work-study stipends to eligible students, for employment during the award year either in jobs provided under Federal Work-Study Program (FWSP) regulations or in jobs provided in accordance with UCOPEHESSP Work-Study Program (UHWSP) policies (Section 4.9 herein). The State Legislature has determined that need-based work-study stipends be given strong emphasis.

**4.8.1.2. (cb)** Work-study payments from the institution's UCOPEHESSP work-study budget, for jobs under either FWSP regulations or UWSPHWSP policies, will be counted as UCOPEHESSP awards for purposes of subsection 4.8.2.3.

**4.8.1.3.** All work-study jobs provided using UCOPEHESSP funds from the budget pursuant to this subsection, including those established under FWSP regulations, will be identified to the recipient as UCOPEHESSP work-study awards. No portion of the institution's UCOPEHESSP allotment may be used as institutional match for Federal Work-Study Program allocations.

**4.8.1.4.** The institution will place the total remainder of program funds allotted to it for the award year, after amounts budgeted pursuant to subsections 4.8.1.1 and 4.8.1.2, in a budget to be used only for payment of UCOPEHESSP grants to eligible students during and for periods of enrollment within the award year. Grants awarded from this budget will be identified to the recipient as Utah Centennial Opportunity Program Higher Education Success Stipend Grants.

**4.8.1.5.** The institution may not carry forward or carry back from one fiscal year to another up to 10% of the amount any of its UCOPEHESSP allocation for the a fiscal year. Any exception to this rule must be approved, or a larger percentage if approved in advance in advance byby the UCOPEHESSP program administrator. The institution will inform the program administrator immediately if it determines it will not be able to utilize all program funds allotted to it for an award year. Unused funds may be returned to the program administrator as directed. Returned funds will be re-distributed to the other eligible institutions as supplemental HESSP allocations for disbursement during the same award year. The, except for any portion portion of HESSP allocations

budgeted for administrative expenses pursuant to Section 4.8.1.1 will not be part of any carryover.

### 4.8.2. Determination of Awards to Eligible Students

**4.8.2.1.** Student Cost of Attendance budgets will be established by the institution, in accordance with Federal regulations applicable to student financial aid programs under Title IV of the Higher Education Act as amended, for specific student categories authorized in the Federal regulations, and providing for the total of costs payable to the institution plus other direct educational expenses, transportation and living expenses.

**4.8.2.2.** UCOPEHESSP work-study or grant amounts will be awarded based on financial aid information and cost of attendance budgets at the time the awards are determined, with first priority given to eligible students who qualify demonstrate for Federal Pell Grant assistance the greatest financial need.

**4.8.2.3.** The total amount of any UCOPEHESSP grant and/or work-study awards to an eligible student in an award year will not exceed $5,000, and the minimum UCOPEHESSP grant and/or work-study award to an eligible student will be $300, except that:

(a) The minimum amount may be the amount of funds remaining in the institution's allotment for the award year in the case of the last eligible student receiving a UCOPEHESSP grant award for the year; and

(b) An eligible student whose period of enrollment is less than the normally-expected period of enrollment within the award year (such as two semesters, three quarters, nine months, or 900 clock hours) will be awarded a minimum or maximum amount in proportion to the portion of the normally-expected period of enrollment represented by the quarter(s), semester(s) or other defined term for which the student is enrolled.

**4.8.2.4.** UCOPEHESSP Grants and work-study stipends will be awarded and packaged on an annual award year basis. Grants will be paid one quarter or semester at a time (or in thirds, if applicable to some other enrollment basis such as total months or total clock hours), contingent upon the student's maintaining satisfactory progress as defined by the institution in published policies or rules. Work-study wages will be paid regularly as earned, provided the student is continuing to make satisfactory progress.

**4.8.2.5.** All awards under the program will be made without regard to an applicant's race, creed, color, religion, ancestry, or age.

**4.8.2.6.** Students receiving financial aid under the program will be required to agree in writing to use the funds received for expenses covered in the student's cost of attendance budget.

a) The student's signature on the Free Application for Federal Student Aid satisfies this requirement.

(b) If the institution determines, after opportunity for a hearing on appeal according to

established institutional procedures, that a student used ~~UCOPE~~HESSP grant or work-study funds for other purposes, the institution will disqualify the student from ~~UCOPE~~HESSP eligibility beginning with the quarter, semester, or other defined enrollment period after the one in which the determination is made.

**4.8.2.7.** In no case will the institution initially award program grants or work-study stipends or both in amounts which, with Federal Stafford, ~~Ford~~ Federal PLUS, and/or Perkins Loans and other financial aid from any source, both need and merit-based, and with expected family contributions, exceed the cost of attendance for the student at the institution for the award year.

**4.8.2.8.** If, after the student's aid has been packaged and awarded, the student later receives other financial assistance (for example, merit or program-based scholarship aid) or the student's cost of attendance budget changes, resulting in a later over award of more than $500, the institution will appropriately reduce the amount of financial aid disbursed to the student so that the total does not exceed the cost of attendance.

~~**4.8.3. Unit-Record Information:** The institution agrees to cooperate with the program administrator and the Commissioner of Higher Education in development of a unit-record data base on student financial aid and related demographic information, to be used for: (a) research into the effects of student financial aid on students' access to and participation in postsecondary education and training; and (b) planning and modifying the design of the program.~~

**4.8.~~4~~3. ~~Notification and~~ Reports:** ~~The institution~~ The institution ~~The institution will inform the program administrator immediately if it determines it will not be able to utilize all program funds allotted to it for an award year, and~~ will submit an annual report within 30 days after completion of the award year, providing information on individual awards and such other program-relevant information as ~~the board~~ the Board may reasonably require.

**4.8.~~5~~4. Records Retention and Cooperation in Program Reviews:** The institution will cooperate with the program administrator in providing records and information requested for any scheduled audits or program reviews, and will maintain records substantiating its compliance with all terms of the participation agreement for three years after the end of the award year, or until a program review has been completed and any exceptions raised in the review have been resolved, whichever occurs first. If at the end of the three year retention period, an audit or program review exception is pending resolution, the institution will retain records for the award year involved until the exception has been resolved

~~**4.8.6. Dissemination of Employment Opportunity Information:** The institution will cooperate with the program administrator in disseminating to its students periodic information provided by the board, regarding employment opportunities determined from marketplace surveys.~~

**4.9.** ~~UCOPE~~HESSP Work-Study Program Guidelines: If an institution elects to utilize its ~~UCOPE~~HESSP Work-Study funds for the ~~Utah~~ HESSP Work-Study Program (~~UWSP~~HWSP) instead of in accordance with Federal Work-Study (FWSP) regulations, the following guidelines apply.

**4.9.1. Institutional Jobs:** The institution may establish designated ~~UWSP~~HWSP institutional jobs on campus or in other institutional operating sites, and administer such jobs in accordance with the following conditions:

**4.9.1.1.** The job must be supplemental to, and not displace, any regularly-established job held by a greater-than-half-time institutional employee in the three months immediately prior to establishment of the ~~UWSP~~HWSP institutional job.

**4.9.1.2.** The hourly wage for the UWSPHWSP institutional job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the institution in equivalent positions in the institution's personnel system, ~~unless the hourly wage of equivalent positions is less than the current Federal minimum wage~~.

**4.9.1.3.** The institution may pay up to one hundred percent of the hourly wage for the institutional job from its ~~UCOPE~~HESSP work-study budget established pursuant to subsection 4.8.1.2., provided the total wages paid to a student for the job from ~~UCOPE~~HESSP and any other institutional funds do not exceed the amount of the award to the student for the award year.

**4.9.2. School Assistant Jobs**: The institution may establish designated UWSPHWSP school assistant jobs for volunteer tutors, mentors, or teacher assistants, to work with educationally disadvantaged and high risk school pupils, by contract with individual schools or school districts, and administer such jobs in accordance with the following conditions:

**4..9.2.1.** The hourly wage for the UWSPHWSP school assistant job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the school or school district in equivalent positions in its personnel system, ~~unless the hourly wage of equivalent positions is less than the current Federal minimum wage~~.

**4.9.2.2.** The institution may pay up to one hundred percent of the hourly wage for the job from its ~~UCOPE~~HESSP work-study budget established pursuant to subsection 4.9.2, provided the total wages paid to a student for the job from any source do not exceed the amount of the award to the student for the award year.

**4.9.3. Community Service Jobs**: The institution may establish designated UWSPHWSP community service jobs with volunteer community service organizations certified by the program administrator on advice of the Utah Commission on Volunteers, and administer such jobs in accordance with the following conditions:

**4.9.3.1.** The hourly wage for the UWSPHWSP community service job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the organization in equivalent positions in its personnel system, ~~unless the hourly wage of equivalent positions is less than the current Federal minimum wage~~.

**4.9.3.2.** The institution may pay up to one hundred percent of the hourly wage for the job from its ~~UCOPE~~HESSP work-study budget established pursuant to subsection 4.9.3, provided the total wages paid to a student for the position from any source do not exceed the amount of the award to the student for the award year.

**4.9.4. Matching Jobs**: The institution may establish designated UWSPHWSP matching jobs by contract with government agencies, private businesses, or non-profit corporations, and administer such jobs in accordance with the following conditions:

**4.9.4.1.** The matching job may not involve any religious or partisan political activities, or be with an organization whose primary purpose is religious or political.

**4.9.4.2.** The matching job must be supplemental to, and not displace, any regularly-established job held by a greater-than-half-time employee in the government agency, private business, or non-profit corporation in the three months immediately prior to establishment of the UWSPHWSP matching job.

4.9.4.3. The hourly wage for the HWSP matching job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the organization in equivalent positions in its personnel system, unless the hourly wage of equivalent positions is less than the current Federal minimum wage.

4.9.4.2. The matching job must be supplemental to, and not displace, any regularly established job held by a greater-than-half-time employee in the government agency, private business, or non-profit corporation in the three months immediately prior to establishment of the UWSP matching job.

4.9.4.4. The institution may pay up to fifty percent of the hourly wage for the job from its UCOPEHESSP work-study budget established pursuant to subsection 4.9.4, provided the total wages (including the employer-paid portion) paid to the student do not exceed the amount of the award to the student for the award year.

4.9.5. Institutions are strongly encouraged to place students, when possible, in UWSPHWSP jobs which have a relationship to the student's field of study or training.

4.9.6. Institutions or the employing organization must pay the employer portion of required Federal Taxes (FICA, FUI and SUI), from institutional funds, for the students who are paid for a work-study award.

4.9.67. If an institution employs students in work-study jobs or other institutional jobs cumulatively over time to a point at which the institution is required to pay employee benefits other than the direct job wages for a UCOPEHESSP-funded work-study job, the institution is required to pay the costs of any such required employee benefits from institutional funds other than UCOPEHESSP-allotted funds.

4.10. Cesar Chavez Scholarship: The Cesar Chavez Scholarship Program is part of the Utah Centennial Opportunity Program for Education.

4.10.1. Students Eligible: To qualify for a Cesar Chavez Scholarship, a student must:

4.10.1.1. be an eligible student as defined in Section 53B-13a-102; and

4.10.1.3. have a family income less than 200% of the federal poverty guideline for the family size.

4.10.2. Scholarship Amounts: Cesar Chavez Scholarships shall be awarded in the following amounts:

4.10.2.1. if the scholarship recipient is enrolled at a public institution, an amount not to exceed the total of resident tuition and general fee charges; or

4.10.2.2. if the scholarship recipient is enrolled at a private, nonprofit institution, an amount not to exceed the total of tuition and general fee charges, but a scholarship for a student enrolled at a private, nonprofit institution may not exceed the maximum program grant established by the board for the fiscal year.

4.10.3. Allocation of UCOPE Funds to Cesar Chavez Scholarships: The board may allocate up to 10% of the money appropriated to the board for the Utah Centennial Opportunity Program in Education for the Cesar Chavez Scholarship Program.

# R605, Higher Education Success Stipend Program[1]

**R605-1. Purpose:** To provide Board of Regents ("the Board") policy and procedures for implementing the Higher Education Success Stipend Program ("HESSP") (formerly known as the Utah Centennial Opportunity Program for Education ("UCOPE")) ("HESSP", or "program"), Utah Code Title 53B, Chapter 13a, enacted in H.B. 64 by the 1996 General Session of the Utah Legislature, as amended in 1997, 1998, 2004 by S.B. 40, Cesar Chavez Scholarship Program and 2011 by S.B. 107, Higher Education Success Stipend Program ("HESSP").

**R605-2. References:**

- **2.1.** Utah Code §53B-8-102 (Definition of Resident Student)
- **2.2.** Utah Code §53B-8-106 (Resident tuition - Requirements - Rules)
- **2.3.** Utah Code Title 53B, Chapter 13a (Higher Education Success Stipend Act)
- **2.4.** Policy and Procedures R512, Determination of Resident Status

**R605-3. Effective Date:** These revised policies and procedures are effective July 1, 2011.

**R605-4. Policy**

**4.1. Program Description:** HESSP is a State supplement to increasingly inadequate grant and work assistance from Federal Government student financial aid programs. In Utah Code §53B-13a-103(1), the Legislature finds "the prosperity, economic success, and general welfare of the people of Utah and of the state are directly related to the educational levels and skills of the citizens of the state; and financial assistance, to bridge the gap between a financially needy student's resources and the cost of attendance at a Utah postsecondary institution, is a necessary component for ensuring access to postsecondary education and training."

**4.2. Award Year:** The award year for HESSP is the twelve-month period coinciding with the state fiscal year beginning July 1 and ending June 30.

**4.3. Institutions Eligible to Participate:** Eligible institutions include the eight institutions of the Utah System of Higher Education, Utah private, nonprofit postsecondary institutions (which are accredited by a regional accrediting organization recognized by the Board) and the Utah College of Applied Technology campuses. These are the only institutions eligible to participate. For purposes of this section the Board recognizes the Northwest Association of Schools and Colleges as the accrediting organization. Utah private nonprofit postsecondary institutions accredited by the Northwest Association of Schools and Colleges are Brigham Young University, Westminster College and LDS Business College.

**4.4. Students Eligible to Participate:** To be eligible for grant or work-study assistance from HESSP funds, a student must:

**4.4.1.** be a resident student of the State of Utah under Utah Code §53B-8-102 and Board Policy R512 or exempt from paying the nonresident portion of total tuition under Utah Code §53B-8-106. For purposes of this section, in addition to the qualification methods set forth in Policy R512, an institution may recognize a student, other than a nonimmigrant alien, as a resident student of the State of Utah if the student graduated from a Utah high school within 12 months of enrolling in the institution; and

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[1] Adopted May 3, 1996; amended March 20, 1997 and April 24, 1998. Amended by the Utah Board of Regents April 11, 2000, June 20, 2002, June 22, 2004, June 20, 2006 and May 20, 2011.

**4.4.2.** be unconditionally admitted and currently enrolled in an eligible institution on at least a half-time basis as defined in Federal regulations applicable to Title IV of the Higher Education Act, in a post-high school program of at least nine months duration, leading to an Associate or Bachelor's degree, or to a diploma or certificate in an applied technology or other occupational specialty. This does not include un-matriculated students or students enrolled in post baccalaureate programs or in remedial or developmental programs to prepare for admittance to a degree, diploma, or occupational certificate program; and

**4.4.3.** be maintaining satisfactory academic progress, as defined by the institution, toward the degree, diploma, or certificate objective in which enrolled; and

**4.4.4.** meet all requirements of general eligibility for Federal Higher Education Act Part IV Student Financial Aid Programs, as defined in applicable U. S. Department of Education Regulations and the current edition of the Department of Education Student Aid Handbook; and

**4.4.5.** have a demonstrated need for financial assistance based on the defined Cost of Attendance for the applicable student category at the institution and the expected family contribution as determined by the Federal need analysis process for Higher Education Act Title IV student financial assistance programs.

**4.5. Program Administrator**: The program administrator for HESSP is the Associate Commissioner for Student Financial Aid, or a person designated in a formal delegation of authority by the Associate Commissioner, under executive direction of the Commissioner of Higher Education.

**4.6. Determination of Funds Available for the Program**: Funds available for HESSP allotments to institutions may come from specifically earmarked state appropriations, from the statewide student financial aid line item appropriation to the Board, or from other sources such as private contributions. Amounts available for allotment each year shall be determined as follows:

**4.6.1.** Consistent with the original purposes of the Statewide Student Financial Aid line item appropriation to the Board, funds appropriated in the line item shall be applied in the following priority order:

**4.6.1.1.** First priority is given to matching funds for Utah System of Higher Education institutional awards from the Federal Government for campus-based Federal Perkins Loan Program capital contributions, Federal Supplemental Educational Opportunities Grant Program funds, and partial matching for the Federal College Work Study Program.

**4.6.1.2.** Second priority is given to providing the required state match for allocations of Leveraging Educational Assistance Partnership Program Federal contributions to the State of Utah.

**4.6.1.3.** All remaining funds are used for HESSP.

**4.6.2.** All funds appropriated by specific legislation, or in a specific line item for HESSP, and any funds from other sources contributed for HESSP, are added together with funds available for HESSP pursuant to subsection 4.6.1, to determine the total amount available for the program.

### 4.7. Allotment of Program Funds to Institutions

**4.7.1.** Annually, the program administrator will request Federal Pell Grant disbursement data by March 1st. The director of financial aid of an eligible institution will demonstrate intention to continue participation in HESSP by submitting to the program administrator a certification, subject to audit, of (a) the total dollar amount of Federal Pell Grant funds awarded in the most recent completed award year to all students at the institution and (b) the total dollar amount of Pell Grant funds awarded specifically to students at the institution who were resident students of the state of Utah under Utah Code §53B-8-102 and Board Policy R512.

**4.7.2.** Failure to submit the certification required in 4.7.1 by the requested date constitutes an automatic decision by an eligible institution not to participate in the program for the next fiscal year.

**4.7.3.** Allotment of program funds to participating institutions is in the same proportion as the amount of Federal Pell Grant funds received by each participating institution for resident undergraduate students bears to the total of such funds received for such students in the most recently completed award year by all participating institutions. For Example:

$$\frac{\text{Participating Institutions Utah Resident Pell Grant Disbursements}}{\text{Total Utah Resident Pell Grant Disbursements for all Participating Institutions}} = \begin{array}{c}\text{\% of HESSP Funds Allocated to the}\\ \text{Participating Institution}\end{array}$$

**4.7.4.** The program administrator will send official notification of each participating institutions allotment to the director of financial aid each fiscal year.

**4.7.5** The program administrator will send a blank copy of the format for the institutional HESSP performance report, to be submitted within 30 days of the end of the applicable fiscal year, to the director of financial aid of each participating institution each fiscal year.

**4.8. Institutional Participation Agreement**: Each participating institution will enter into a written agreement with the program administrator or assigned designee agreeing to abide by the program policies, accept and disburse funds per program rules, provide the required report each year and retain documentation for the program to support the awards and actions taken. By accepting the funds, the participating institution agrees to the following terms and conditions:

#### 4.8.1. Use of Program Funds Received by the Institution

**4.8.1.1.** The institution may at its discretion place up to, but in no case more than, 3.0% of the total amount of program funds allotted to it for the award year in a budget for student financial aid administrative expenses of the institution, and will expend all funds so budgeted before the end of the state fiscal year for which allotted.

**4.8.1.2.** (a) For any award year, the institution may, at its option, place all or any portion of its allotted HESSP funds in a budget to be used only for payment of work-study stipends to eligible students, for employment during the award year either in jobs provided under Federal Work-Study Program (FWSP) regulations or in jobs provided in accordance with HESSP Work-Study Program (HWSP) policies (Section 4.9 herein). The State Legislature has determined that need-based work-study stipends be given strong emphasis.

**4.8.1.2.** (b) Work-study payments from the institution's HESSP work-study budget, for jobs under either FWSP regulations or HWSP policies, will be counted as HESSP awards for purposes of subsection 4.8.2.3.

**4.8.1.3.** All work-study jobs provided using HESSP funds from the budget pursuant to this subsection, including those established under FWSP regulations, will be identified to the recipient as HESSP work-study awards. No portion of the institution's HESSP allotment may be used as institutional match for Federal Work-Study Program allocations.

**4.8.1.4.** The institution will place the total remainder of program funds allotted to it for the award year, after amounts budgeted pursuant to subsections 4.8.1.1 and 4.8.1.2, in a budget to be used only for payment of HESSP grants to eligible students during and for periods of enrollment within the award year. Grants awarded from this budget will be identified to the recipient as Higher Education Success Stipend Grants.

**4.8.1.5.** The institution may not carry forward or carry back from one fiscal year to another any of its HESSP allocation for a fiscal year. Any exception to this rule must be approved in advance by the HESSP program administrator. The institution will inform the program administrator immediately if it determines it will not be able to utilize all program funds allotted to it for an award year. Unused funds may be returned to the program administrator as directed. Returned funds will be re-distributed to the other eligible institutions as supplemental HESSP allocations for disbursement during the same award year. The portion of HESSP allocations budgeted for administrative expenses pursuant to Section 4.8.1.1 will not be part of any carryover.

### 4.8.2. Determination of Awards to Eligible Students

**4.8.2.1.** Student Cost of Attendance budgets will be established by the institution, in accordance with Federal regulations applicable to student financial aid programs under Title IV of the Higher Education Act as amended, for specific student categories authorized in the Federal regulations, and providing for the total of costs payable to the institution plus other direct educational expenses, transportation and living expenses.

**4.8.2.2.** HESSP work-study or grant amounts will be awarded based on financial aid information and cost of attendance budgets at the time the awards are determined, with first priority given to eligible students who demonstrate the greatest financial need.

**4.8.2.3.** The total amount of any HESSP grant and/or work-study awards to an eligible student in an award year will not exceed $5,000, and the minimum HESSP grant and/or work-study award to an eligible student will be $300, except that:

> (a) The minimum amount may be the amount of funds remaining in the institution's allotment for the award year in the case of the last eligible student receiving a HESSP grant award for the year; and

> (b) An eligible student whose period of enrollment is less than the normally-expected period of enrollment within the award year (such as two semesters, three quarters, nine months, or 900 clock hours) will be awarded a minimum or maximum amount in proportion to the portion of the normally-expected period of enrollment represented by the quarter(s), semester(s) or other defined term for which the student is enrolled.

**4.8.2.4.** HESSP Grants and work-study stipends will be awarded and packaged on an annual award year basis. Grants will be paid one quarter or semester at a time (or in thirds, if applicable to some other enrollment basis such as total months or total clock hours), contingent upon the student's maintaining satisfactory progress as defined by the institution in published policies or rules. Work-study wages will be paid regularly as earned, provided the student is continuing to make satisfactory progress.

**4.8.2.5.** All awards under the program will be made without regard to an applicant's race, creed, color, religion, ancestry, or age.

**4.8.2.6.** Students receiving financial aid under the program will be required to agree in writing to use the funds received for expenses covered in the student's cost of attendance budget.

> a) The student's signature on the Free Application for Federal Student Aid satisfies this requirement.

> (b) If the institution determines, after opportunity for a hearing on appeal according to established institutional procedures, that a student used HESSP grant or work-study funds for other purposes, the institution will disqualify the student from HESSP eligibility beginning with the quarter, semester, or other defined enrollment period after the one in which the determination is made.

**4.8.2.7.** In no case will the institution initially award program grants or work-study stipends or both in amounts which, with Federal Stafford, Federal PLUS and/or Perkins Loans and other financial aid from any source, both need and merit-based, and with expected family contributions, exceed the cost of attendance for the student at the institution for the award year.

**4.8.2.8.** If, after the student's aid has been packaged and awarded, the student later receives other financial assistance (for example, merit or program-based scholarship aid) or the student's cost of attendance budget changes, resulting in a later over award of more than $500, the institution will appropriately reduce the amount of financial aid disbursed to the student so that the total does not exceed the cost of attendance.

**4.8.3. Reports**: The institution will submit an annual report within 30 days after completion of the award year, providing information on individual awards and such other program-relevant information as the Board may reasonably require.

**4.8.4. Records Retention and Cooperation in Program Reviews**: The institution will cooperate with the program administrator in providing records and information requested for any scheduled audits or program reviews, and will maintain records substantiating its compliance with all terms of the participation agreement for three years after the end of the award year, or until a program review has been completed and any exceptions raised in the review have been resolved, whichever occurs first. If at the end of the three year retention period, an audit or program review exception is pending resolution, the institution will retain records for the award year involved until the exception has been resolved

**4.9. HESSP Work-Study Program Guidelines**: If an institution elects to utilize its HESSP Work-Study funds for the HESSP Work-Study Program (HWSP) instead of in accordance with Federal Work-Study (FWSP) regulations, the following guidelines apply.

**4.9.1. Institutional Jobs**: The institution may establish designated HWSP institutional jobs on campus or in other institutional operating sites, and administer such jobs in accordance with the following conditions:

**4.9.1.1.** The job must be supplemental to, and not displace, any regularly-established job held by a greater-than-half-time institutional employee in the three months immediately prior to establishment of the HWSP institutional job.

**4.9.1.2.** The hourly wage for the HWSP institutional job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the institution in equivalent positions in the institution's personnel system.

**4.9.1.3.** The institution may pay up to one hundred percent of the hourly wage for the institutional job from its HESSP work-study budget established pursuant to subsection 4.8.1.2., provided the total wages paid to a student for the job from HESSP and any other institutional funds do not exceed the amount of the award to the student for the award year.

**4.9.2. School Assistant Jobs**: The institution may establish designated HWSP school assistant jobs for volunteer tutors, mentors, or teacher assistants, to work with educationally disadvantaged and high risk school pupils, by contract with individual schools or school districts, and administer such jobs in accordance with the following conditions:

**4..9.2.1.** The hourly wage for the HWSP school assistant job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the school or school district in equivalent positions in its personnel system.

**4.9.2.2.** The institution may pay up to one hundred percent of the hourly wage for the job from its HESSP work-study budget established pursuant to subsection 4.9.2, provided the total wages paid to a student for the job from any source do not exceed the amount of the award to the student for the award year.

**4.9.3. Community Service Jobs**: The institution may establish designated HWSP community service jobs with volunteer community service organizations certified by the program administrator on advice of the Utah Commission on Volunteers, and administer such jobs in accordance with the following conditions:

**4.9.3.1.** The hourly wage for the HWSP community service job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the organization in equivalent positions in its personnel system.

**4.9.3.2.** The institution may pay up to one hundred percent of the hourly wage for the job from its HESSP work-study budget established pursuant to subsection 4.9.3, provided the total wages paid to a student for the position from any source do not exceed the amount of the award to the student for the award year.

**4.9.4. Matching Jobs**: The institution may establish designated HWSP matching jobs by contract with government agencies, private businesses, or non-profit corporations, and administer such jobs in accordance with the following conditions:

**4.9.4.1.** The matching job may not involve any religious or partisan political activities, or be with an organization whose primary purpose is religious or political.

**4.9.4.2.** The matching job must be supplemental to, and not displace, any regularly-established job held by a greater-than-half-time employee in the government agency, private business, or non-profit corporation in the three months immediately prior to establishment of the HWSP matching job.

**4.9.4.3.** The hourly wage for the HWSP matching job must be no less than the current Federal minimum wage, and no more than the hourly wage paid to regular employees of the organization in equivalent positions in its personnel system, unless the hourly wage of equivalent positions is less than the current Federal minimum wage.

**4.9.4.4.** The institution may pay up to fifty percent of the hourly wage for the job from its HESSP work-study budget established pursuant to subsection 4.9.4, provided the total wages (including the employer-paid portion) paid to the student do not exceed the amount of the award to the student for the award year.

**4.9.5.** Institutions are strongly encouraged to place students, when possible, in HWSP jobs which have a relationship to the student's field of study or training.

**4.9.6.** Institutions or the employing organization must pay the employer portion of required Federal Taxes (FICA, FUI and SUI), from institutional funds, for the students who are paid for a work-study award.

**4.9.7.** If an institution employs students in work-study jobs or other institutional jobs cumulatively over time to a point at which the institution is required to pay employee benefits other than the direct job wages for a HESSP-funded work-study job, the institution is required to pay the costs of any such required employee benefits from institutional funds other than HESSP-allotted funds.

November 9, 2011

## MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Changes to Regents' Policy R165: Concurrent Enrollment

### Introduction

Regents' Policy R165: Concurrent Enrollment establishes the principles, guidelines, and processes that govern the state-wide concurrent enrollment program. Periodically, the policy is updated to reflect new legislation affecting the concurrent enrollment program and/or to reflect current best practice in administering the program. Current proposed changes fall under four topics:

1. Addition of applicable state code under the definitions section.
2. Addition of language on advising practices (R165-5.4) in response to HB288, codified as Utah Code §53B-1-109.
3. Changes to the state coordinating committee (R165-11) that align R165 policy with current practice.
4. Changes to the language describing the nature of UCAT participation in the concurrent enrollment programs (R165-14).

These changes are mirrored in State Board of Education policy R277-713: Concurrent Enrollment of High School Students in College Courses. The proposed changes, highlighted in red, have been reviewed by the Chief Academic Officers, whose comments have been incorporated.

### Program Description

From R165, the intent of the concurrent enrollment program is to "provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or to complete college-level courses corresponding to the first or second year of coursework at a USHE institution leading toward completion of a certificate or a degree." (R165-4)

### Student Demand

In each of the last three academic years, in excess of 28,000 Utah high school students have participated in the state concurrent enrollment program. Participating students generate in the area of 180,000 earned semester credit hours.

<div align="center">

<u>Commissioner's Recommendation</u>

</div>

<u>The Commissioner recommends the Regents approve the request to revise Regents' Policy R165:
Concurrent Enrollment.</u>


_____
William A. Sederburg
Commissioner of Higher Education


WAS/CMG
Attachment

**R165-1. Purpose:** To establish the principles, guidelines, and processes which govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a USHE institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

**R165-2. References**

    **2.1.** Utah Code §53A-15-101, Higher Education Courses in the Public Schools—Cooperation between Public and Higher Education

    **2.2.** Utah Code §53A-17A-120, Appropriation for Accelerated Learning Programs

    **2.3.** Utah Code §53B-1-103, Establishment of State Board of Regents—Powers and Authority

    **2.4.** Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State

    **2.5.** Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses

    **2.6.** Utah State Board of Education Rule R277-407, School Fees

    **2.7.** Utah System of Higher Education/Utah State System of Public Education Statement of Performance and Outcomes: Concurrent Enrollment

    **2.8.** Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier – Coordination of Concurrent Enrollment Advising

    **2.9.** Utah Code §53A-1-603.5, Unique student identifier -- Coordination of higher education and public education information technology systems

**R165-3. Definitions**

    **3.1.** **"Concurrent Enrollment"**: enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.

    **3.2.** **"Contractual Basis"**: a case where a Utah school district and USHE credit-granting higher education institution negotiate a concurrent enrollment annual agreement, specifying arrangements for courses and instruction.

    **3.3.** **"Early College Admission"**: enrollment by high school students in college courses for credit who have left high school prior to graduation and are no longer counted in average daily membership.

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[1] Approved January 22, 1988. Amended June 10, 2005 and July 28, 2006. Revisions approved by the Board of Regents on May 29, 2009.

Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE credit-granting institutions.

**3.4.** **"Non Contractual Basis":** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution. The student is responsible for all expenses associated with college enrollment. Non contractual enrollments are reported as regular enrollments by USHE credit-granting institutions.

**3.5.** **"USHE":** the Utah System of Higher Education, governed by the Utah State Board of Regents.

**3.6.** **"USOE":** the Utah State Office of Education, public education.

**R165-4. Intent of Concurrent Enrollment:** To provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or to complete college-level courses corresponding to the first or second year of coursework at a USHE institution leading toward completion of a certificate or a degree.

**4.1.** **High Quality Opportunities:** Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students. This purpose must take precedence over such issues as economic expediency or acceleration of the high school or college experience.

**4.2.** **Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for the course. The USHE /USOE Statement on Performance and Outcomes: Concurrent Enrollment will be adhered to in establishing qualitative safeguards.

**4.3.** **Advanced Placement (AP):** It is not the intent of the concurrent enrollment program to compete with or displace the Advanced Placement program.

**R165-5. Students**

**5.1.** **Student Status:** Students must be enrolled in a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Courses taken by students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible for concurrent enrollment. Students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.

**5.2.** **Eligibility Requirements:** USHE institutions and local schools shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

**5.2.1.** junior or senior standing, sophomores by exception;

**5.2.2.** a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

**5.2.3.** supportive letters of recommendation;

**5.2.4.** approval of high school and college officials;

**5.2.5.** appropriate placement assessments for courses such as mathematics and English; and

**5.2.6.** completion of institutionally established prerequisites for a course.

**5.3.** **Identification of Eligible Students:** Local schools have the primary responsibility for identifying students who are eligible to participate.

**5.4.** **Advising:** USHE institutions and high schools shall jointly coordinate advising to prospective or current high school students who participates in the concurrent enrollment program established in Utah Code 53A-15-101.

**5.4.1.** Advising shall include information on general education requirements at higher education institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.

**5.4.2.** USHE institutions and districts shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code 53B-1-109.

## R165-6. Courses

**6.1.** **Choice of Courses:** The courses chosen should provide introductory-level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment courses must assist students toward post-secondary certificates or degrees. Concurrent enrollment may not include high school courses that are typically offered in grades 9 or 10. Courses selected should reflect the strengths and resources of the respective schools and USHE credit-granting institutions and be based on student need. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, health, and career and technical education. There may be a greater variety of career and technical education courses.

**6.2.** **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USOE will jointly approve courses that are added to a master list. Only courses taken from the master list shall be reimbursed from state concurrent enrollment funds.

**6.3.** **Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated statewide development and training activities for participating teachers and transferability of credit from institution to institution.

**6.4.** **Institution Responsibility:** Course content, procedures, examinations, teaching materials, and program monitoring, and approval to be taught at a high school shall be the responsibility of the appropriate USHE credit-granting institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the USHE credit-granting institution campus.

## R165-7. Credit

**7.1.** **Permanent College Transcript:** Participation in concurrent enrollment begins a student's college experience and a permanent college transcript. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college

transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

**7.2.     Credit Hours Permitted**: Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits in excess of 30 must be on a non contractual basis.

**7.3.     USHE Credit**: Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of USHE credit-granting institutions. Private institutions are not governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off campus concurrent enrollment programs.

**7.4.     Transferability**: Credit earned through the concurrent enrollment program shall be transferable from one USHE credit-granting institution to another. Therefore, transferability should be considered when selecting courses. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

**R165-8. Tuition, Fees, and Other Charges**: Regular tuition or campus fees may not be charged to high school students for participation in this program.

**8.1.     Admissions Fee**: Students may be assessed a one-time admissions application fee per credit-granting institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the credit-granting institution for continuous enrollment at that institution following high school graduation.

**8.2.     Fee Waivers**: Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The school district/school shall be responsible for these waivers. The agreement between the USHE credit-granting institution and the district may address the responsibility for fee waivers.

**R165-9. Location and Delivery**: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate delivery method for the course content, the faculty, and the students involved. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

**9.1.     Students within Commuting Distance**: Qualified students residing within commuting distance of a USHE credit-granting institution are encouraged to pursue their concurrent enrollment study on the institution campus. However, this does not preclude high school programs within that area.

**9.2.     Students Not within Commuting Distance**: Qualified students not residing near a USHE credit-granting institution may be provided college instruction in their local high school or other appropriate sites using the most current available education technology, visiting regular college faculty, or approved adjunct college faculty.

**9.3.     First Right of Refusal**: The local USHE institution will be given the first opportunity to provide the concurrent enrollment course. If the local institution chooses not to offer the approved concurrent enrollment

course, another USHE institution may be invited to provide the course. The local USHE institution should respond to requests in a reasonable time frame.

**9.4.** **Exceptions to Geographic Service Delivery**: Courses delivered through technology are exceptions to the geographic service area concept.

## R165-10. Faculty

**10.1.** **Selection of Adjunct Faculty**: Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE credit-granting institution. Final approval of the adjunct faculty will be determined by the appropriate department at the college or university at the USHE credit-granting institution. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments.

**10.2.** **Criminal Background Checks**: USHE adjunct faculty who are not K-12 teachers and who have significant unsupervised access to K-12 students shall complete a criminal background check.[2] The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

**10.3.** **Faculty Development**: High school teachers who hold adjunct faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with secondary schools shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences prior to offering of concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Adjunct faculty should be prepared with knowledge of federal and state laws specific to student privacy and student records.

## R165-11. Concurrent Enrollment Coordinating Committee

**11.1.** **Committee Membership**: The ~~Commissioner of Higher Education and the State Superintendent shall appoint~~ Commissioner of Higher Education and the State Superintendent in collaboration with the state K-16 Alliance shall appoint a Concurrent Enrollment Coordinating Committee composed of an equal number of higher education and public education administrators to coordinate concurrent enrollment activities.

**11.2.** **Committee Responsibilities**: The committee shall:

**11.2.1.** develop a list of approved courses for concurrent enrollment in consultation with college/university academic departments;

**11.2.2.** advise the two governing boards annually regarding students served ~~in-service training and professional development programs~~; and

**11.2.3.** oversee the research and evaluation of concurrent enrollment practices in Utah. Research studies should be designed to assess student selection procedures, student success and rate of progress, quality of instruction and academic preparation of instructors, and relative costs and benefits of concurrent enrollment programs.

## R165-12. Funding

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[2] See §53A-3-410 for detailed information on completing background checks.

**12.1.    Source of Funds:** Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.

**12.2.    Allocation of Funds:** The Board of Regents shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment. Each institution shall receive a pro-rated amount according to the number of semester credit hours completed. Completed means that a student received a grade for the course. Funds shall be allocated as follows:

**12.2.1.**  for courses that are taught by public school educators—

**12.2.1.1.** 60 percent shall be allocated to local school boards and charter schools; and

**12.2.1.2.** 40 percent shall be allocated to the Board of Regents; and

**12.2.2.**  for courses that are taught by college or university faculty—

**12.2.2.1.** 40 percent shall be allocated to local school boards and charter schools; and

**12.2.2.2.** 60 percent shall be allocated to the Board of Regents.

**12.3.    Shared Costs:** Some portion of program costs will be borne by each of the participating parties: the school district, the USHE credit-granting institution, and the student.

**R165-13.        Annual Concurrent Enrollment Agreement:** Collaborating school districts and USHE credit-granting institutions will negotiate annual agreements for administrative and instructional support of concurrent enrollment courses. The agreements should include:

**13.1.**    instructor eligibility requirements;

**13.2.**    student eligibility requirements;

**13.3.**    the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the agreement;

**13.4.**    a provision regarding parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript;

**13.5.**    the individual and joint responsibilities of USHE institutions and public education with regard to administering the concurrent enrollment program;

**13.6.**    a provision regarding the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family protections; and

**13.7.**    a provision for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

**13.8.    Addendum:** a list of specific courses taught will be submitted by the third week of each term as an addendum to the agreement.

**R165-14.** **UCAT Agreements:** ~~The Utah College of Applied Technology (UCAT) is often in the position of providing instruction for high school students. Students may be sent to a UCAT location from the various school districts in the region for "typical" concurrent enrollment courses. Under the following conditions, the UCAT could be a participant in the concurrent enrollment agreement between the school district and the college.~~ High school students may be sent to a UCAT campus to take USHE concurrent enrollment courses under the following conditions:

    **14.1.** **Concurrent Enrollment Agreement:** A concurrent enrollment agreement ( see R165-13 above) must be in  place between the school district and the USHE credit-granting institution covering the instruction ~~being~~ to be given at the UCAT campus.

    **14.2.** **UCAT Instruction and Costs:** The credit-granting USHE institution ~~agrees~~ enters into an agreement with the UCAT to provide the instruction. ~~The instructional costs, or a portion thereof which could be transferred to the UCAT, should be clearly established in the concurrent enrollment agreement.~~ The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of ATC instructors as adjunct faculty (see R165-10).

November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Regents' Policy R465: Course Materials Affordability

## Introduction

USHE institutions all have textbook policies that govern the various aspects of text and course materials selection. This new Regent policy directs the institutions to assure their institutional course materials (including textbooks) policies address affordability of those materials and assure timely and accessible posting of course materials costs for each course offered. This Regents' policy also directs institutions to set policy that carefully monitors selection of course materials that might result in monetary gain for the person selecting the course materials.

Issues of course materials availability have been raised by citizens and legislators in other states and in Utah. This policy addresses those issues and assures careful attention to course materials affordability and monitoring such that course materials expenses for students can be kept at the lowest possible level while assuring students have what they need to master course content.

This policy is consistent with federal policy on course materials affordability contained in the Higher Education Opportunity Act.

## Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to implement Regents' Policy R465: Course Materials Affordability.

_____

William A. Sederburg
Commissioner of Higher Education

WAS/EJH
Attachment

**R465-1. Purpose:** To assure each Utah System of Higher Education (USHE) institution has policies, procedures, and/or guidelines in place that: (1) assure consideration of affordability for the student of required course materials; (2) make course materials costs clear during the course selections process and available to students who purchase course materials from university sources (e.g., university- or college-run bookstores or other university-designated suppliers), and (3) regulate remuneration to authors employed by the institution when course materials they have authored are required purchases for students for courses at the institution.

## R465-2. 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.** *Higher Education Opportunity Act* (HEOA) of 2008, Textbook Provision (Section 112)

## R465-3. Definitions
 **3.1** **"Course Materials".** Any textbook or other course materials for which the student must pay that are associated with a given class. Course materials may be required or optional. Optional course materials are those that are not required in order to complete course assignments.

## R465-4. Policy
 **4.1** **Course Materials Costs and Affordability.** Each USHE institution shall adopt policies, procedures, and/or guidelines that further efforts to minimize the cost of course materials for students while maintaining the quality of education and academic freedom. Institutional policies/procedures for required course materials selection shall include consideration of affordability of course materials as influenced by:
- Utility of the course material for achievement of course learning outcomes as determined by the instructor and/or department
- Total cost of the course materials for each course
- Use of the same course materials for multiple sections of the same course
- Adoption period; availability of used course materials
- Added value of new editions: Approval of new editions only if there is sufficient added value to achieving the course learning outcomes to justify ordering the new edition
- Availability of the course materials at the time of course initiation
- Availability and selection (where appropriate) of open-access course materials for which there is no cost.

 **4.2 Posting of Costs of Course Materials.** Institutional policies/procedures shall require the institutional bookstore or university-sanctioned suppliers to post a list of required and optional course materials and the cost of each item in a timely manner and in a conspicuous place. Course materials in the postings shall be clearly labeled as "required" or "optional." The institution shall note in the institutional course schedule the place where students can access the course materials information, including the International Standard Book Number (ISBN) and retail price.

 **4.3 Regulation of Remuneration to Institutional Employees who are Authors of Course Materials Required for Purchase with Course Enrollment.** USHE Institutions shall maintain policies,

procedures, and/or guidelines (the form being subject to institutional practices) that include the following principles:

**4.3.1** When in a position to decide or influence issues that would result in personal gain, no employee of a USHE institution may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or course materials (other than recovering the direct cost of the materials) unless the requirement has been subjected to an appropriate level of institutional review and approval.

**4.3.2** Subject to the policies , procedures or guidelines of each USHE institution, an instructional employee may receive:

- Sample copies, instructor copies, or instructional materials.  These materials may not be sold for any type of compensation if they are marked as free samples/not for resale.
- Royalties or other compensation from sales of textbooks that include the instructor's own writing or work.
- Honoraria for academic peer review of course materials.
- Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks.
- Compensation to provide for instructor training in the use of textbooks and course materials

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November 9, 2011

MEMORANDUM

TO:            State Board of Regents

FROM:          William A. Sederburg

SUBJECT:       Regents' Policy R481: Academic Freedom, Professional Responsibility, Tenure,
               Termination and Post-Tenure Review

## Introduction

The Utah System of Higher Education first approved R481 in 1973. Since then it has been revised twice in
the 1980s and once in 1997. Since that time the Utah Legislature has demonstrated interest during the
2011 legislative session in tenure. Its bill to end tenure was rejected. However, the issues of tenure and
post-tenure review are certain to arise during the 2012 session. Thus, the Commissioner's staff
strengthened the policy, shared changes and received very useful feedback from the Chief Academic
Officers and has attached the revised R481 policy.

## Program Description

The R481, Academic Freedom, Professional Responsibility, Tenure, Termination and Post-Tenure Review,
sets the expectation that the institutions will have policies consistent with the R481 and will assure the
R481 policy addresses are rigorously implemented. The edited R481 uses clear language explaining
reasons for termination, both for cause related to professional responsibility and for reasons other than
cause, processes for censuring faculty and improving teaching performance, and procedures for tenure and
post-tenure review. The purpose of the policy is to give the institutions clear guidelines that promote
thorough and regular practices which maintain high quality and effective faculty performance.

There is concern that some institutions may not be following a program of rigorous post-tenure review. The
revised R481 is intended to promote such review on a regular schedule determined by institutional and
accreditation guidelines. In addition, it provides shelter for the institutions when terminating for cause and
for reasons such as the discontinuance of a program and financial exigency.

Initially, a section on reporting taken from R483, Award of Tenure, was introduced into the draft of the R481
in an effort to delete a short and unnecessary policy (R483). However, the reporting requirement was too
complex and not helpful to understand tenure and post-tenure review. Thus, following a thorough
discussion with the Chief Academic Officers, the section was deleted. The Commissioner's staff will request
the deletion of R483 at a later date.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the revisions of Regents' Policy R481: Academic Freedom, Professional Responsibility, Tenure, Termination and Post-Tenure Review.</u>

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

**R481-1.** **Purpose:** To provide Board policy and guidelines for institutional policy in matters related to academic freedom, professional responsibility, and faculty tenure, termination and post-tenure review.

**R481-2.** **References**

2.1. Utah Code §53B-2-106(2)(c) (Systems of Faculty Government)

2.2. Policy and Procedures R401, Approval of New Programs, Program Changes, and Discontinued Programs

2.3. Policy and Procedures R411, Review of Existing Programs

2.4. Policy and Procedures R482, Bona Fide Financial Exigency and Staff Reduction

2.5. American Association of University Professors, Policy Documents and Reports, 1984

**R481-3.** **Academic Freedom, Professional Responsibility and Tenure**

3.1. **Institutional Policies:** The president of each institution, with the approval of the board of trustees, shall develop policies related to academic freedom, professional responsibility, tenure and post-tenure review through a process which involves substantive participation of the faculty governance organization.

3.2. **Board Approval:** Each institutional policy shall be submitted to the Board for approval and shall be consistent with these guidelines. Substantive differences or exceptions must be reviewed and approved by the Board. Once approved, the institutional policy will apply, except when the institutional policy does not address an issue contained in this policy, in which case this policy will apply. Subsequent amendments to approved institutional policies, determined by the Commissioner to be substantive, must be reviewed and approved by the Board.

3.3. **Academic Freedom: Introduction:** The institutions are operated for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. (See section 3.4.) Institutional policies shall indicate how the concept of academic freedom applies to teaching, research and public life.

    3.3.1. **Academic Freedom in Teaching:** Faculty members possess the right to full freedom in the classroom to discuss their subjects. They may present any controversial material relevant to their courses of instruction, but they shall be careful not to introduce into their teaching controversial matter which has no relation to the subject being taught.

    3.3.2. **Academic Freedom in Research:** A faculty member is entitled to full freedom in research and in the publication of the results. Research for pecuniary return should be conditional upon disclosure to and the consent of the officials of the institution.

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[1] *Approved December 20, 1973; amended May 15, 1985; revised April 28, 1989; amended January 24, 1997, and April 15, 2009*
[2] This statement of guidelines and policies contains some provisions which are the same or similar to certain principles of academic freedom, professional responsibility and tenure adopted and promulgated by the American Association of University Professors (AAUP). However, adoption of these guidelines and policies is not intended to incorporate AAUP principles and interpretations, and any such incorporation by reference is expressly disclaimed.

**3.3.3. Academic Freedom in Public Life**: A college or university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As a person of learning and an education officer, the faculty member should remember that the public may judge his/her profession and institution by his/her utterances. Hence the faculty member should at all times strive to be accurate, should exercise appropriate restraint, should show respect for others, and should make every effort to indicate that he/she is not speaking for the institution.

**3.4.** **Professional Responsibility**: In addition to other matters covered, the institutional code of professional responsibility shall provide that persons having a formal association with the institution shall not be involved in acts which violate the academic freedom or constitutional rights of others, or the rules and regulations of the institution or the Board.

**3.5.** **Tenure**: Tenure is designed to protect the academic freedom of faculty. Upon the award of tenure by the institution, faculty members may be terminated[3] only for cause (see section 3.6.), bona fide program or unit discontinuance as defined in 3.9.1, or bona fide financial exigency as defined in R482, and as specified in institutional policies and rules.

**3.5.1.** **Written Terms and Conditions of Employment**: The terms and conditions of every appointment and any revisions shall be stated in writing and be provided to the affected faculty member.

**3.5.2.** **Length of the Tenure-track Period**: Beginning with appointment to a tenure -track position (usually full-time instructor or assistant professor, or as determined by institution policy) the tenure-track period should not exceed seven years at the institution. The institution shall provide policy relative to credit towards the tenure-track period for service at other institutions of higher education.

**3.5.3.** **Academic Freedom of Non-tenured Faculty**: Non-tenured faculty members have the same academic freedom that tenured faculty members enjoy.

**3.5.4.** **Non-reappointment During the Tenure-track Period**: Tenure-track faculty members shall have appropriate evaluation by their colleagues and such others as institutional policy shall provide during the tenure-track period. The institution is permitted, within the limits of academic freedom, statutory law, and constitutional law, the utmost discretion in determining who will be retained for tenure appointments. Tenure-track faculty members may not be terminated for reasons which violate their academic freedom or legal rights. Institutional policies shall provide procedures for the non-reappointment of tenure-track faculty members.

**3.6.** **Reasons for Dismissing Faculty for Cause**: A faculty member may be recommended for dismissal for cause as determined by this policy and institutional guidelines for:

**3.6.1.** Professional incompetence.

**3.6.2.** Serious misconduct or unethical behavior.

**3.6.3.** Serious violation of Board or institutional rules and regulations.

**3.6.4.** Substantially impaired performance for medical reasons for which accommodations have not been successful.

3.6.5. Inability or unwillingness to meet institutional expectations.

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[3] "Termination" and "dismissal," as defined by institutional standards and procedures under this policy, shall include "substantial reduction in status."

Regent's Policy R481                    Page 2 of 5                    File: SBR 2011-11-18
Attachment_R481 Draft

3.7.    **Sanction of Faculty:** Sanctions may be imposed on a faculty member when it has been determined by institutional review that he or she has violated institutional policies and will serve one or more of the following purposes:

    3.7.1.    To induce self improvement and reform by a faculty member.

    3.7.2    To indicate to the faculty member the seriousness of his or her violation and thereby deter him or her from future violation.

    3.7.3    To reassure the college/university community that violations of policy which the faculty member has committed will not be tolerated, thereby serving to maintain respect for and commitment to the policies of other members of the institutional community.

    3.7.4.    To dismiss from institutional employment a faculty member who has demonstrated by his or her conduct an inability or an unwillingness to meet his or her responsibilities to the institution.

3.8.    **Procedures for Dismissal for Cause:** The Procedures for dismissal for cause of a tenured or tenure-track faculty member shall comply with minimal due process requirements as noted in 3.8.1.-3.8.4 below. Institutional policies shall provide procedures for dismissal for cause which may be more but not less protective of due process rights than those set forth below. In addition, officials involved in faculty discipline hearings should consult the college or university counsel regarding procedural issues. These procedures are not required for the non-reappointment of tenure-track faculty.

3.8.1. Minimum Due Process Requirements.

    **3.8.1.1.**    Notice of the cause or causes of the proposed dismissal in sufficient detail to enable the affected faculty member to understand and rebut them;

    **3.8.1.2.**    Notice of the names of those persons making the charges and the nature of the factual evidence;

    **3.8.1.3.**    Reasonable time and opportunity for the affected faculty member to present evidence in his/her defense;

    **3.8.1.4.**    A hearing before an impartial board or committee of faculty peers.

3.9.    **Dismissing Faculty for Reasons Other Than Cause:** A faculty member may be dismissed for reasons other than cause as a result of:

    **3.9.1.**    Bona fide program or unit discontinuance as provided in Section 3.10.

    **3.9.2.**    Bona fide financial exigency as provided in Policy and Procedures R482, Bona Fide Financial Exigency and Staff Reduction.

3.10.    **Bona Fide Program or Unit Discontinuance**

    **3.10.1.**    **Program Defined:** A "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For the purpose of these regulations "program" is to be determined by existing academic standards, and "programs" are never to be defined with the aim to single out individual faculty members for adverse treatment. For a unit to be designated as a "program," it shall have an identified group of faculty and shall fulfill one or more of these criteria:

        **3.10.1.1.** whether the unit has "program," "center," "institute," "laboratory," "department," "school," or "college" in its title or has otherwise been designated as a program;

        **3.10.1.2.** whether the unit offers or administers a degree, certificate, or some other credential;

**3.10.1.3.** whether the unit has an identifiable curriculum or is formally described in current institutional catalogs or other publications;

**3.10.1.4.** whether the unit has a separate budget as listed in official institutional documents.

**3.10.2. Bona Fide Program Discontinuance Defined**: Bona fide program discontinuance means the termination of a program (as defined in 3.10. above) for reasons based upon educational and academic considerations.[4] For the purpose of this section, educational and academic considerations do not include cyclical or temporary variations in enrollment, but must be based on evidence and reflect judgments that in the long term the basic educational mission of the institution will be strengthened by the discontinuance of the program.. This does not preclude the reallocation of resources to other academic programs with higher priority based on academic and educational considerations.

**3.10.3. Institutional Procedures**: Institutional procedures for the discontinuance of programs shall include substantive consultations with institutionally recognized faculty governance organizations, an analysis of the circumstances that may support or oppose the discontinuance of the program, and a review of reasonable alternatives to the discontinuance.

**3.10.4. Notification to Board**: Notification of program or unit discontinuance is given the Board under Policy and Procedures outlined in R401: Approval of New Programs, Program Changes, and Discontinued Programs. This allows the Board to review such proposals, to disapprove the discontinuance of a program if it concludes the program should be retained at the institution, or to approve the discontinuance with institutional assurances that students in the program will be able to complete the program.

**3.10.5. Placement in Another Suitable Position**: Before dismissing a tenured faculty member because of bona fide discontinuance of a program or unit, the institution, with faculty participation, will make a reasonable effort to place the faculty member concerned in another suitable, vacant, existing position within the institution for which the faculty member is qualified. A tenured faculty member to be dismissed has no right to displace another faculty or staff member from a position to maintain employment.

**3.11. Notice of Non-reappointment of Non-Tenured Faculty**: During the tenure-track period, or as a result of a bona fide program discontinuance, notice of non-reappointment of non-tenured faculty, or of intention not to recommend reappointment to the board of trustees, should be given in writing in accordance with the following standards:

**3.11.1. During First Academic Year of a One -Year Appointment**: Notice of non-reappointment shall be given no later than March 1 of the first academic year of service, if the appointment expires at the end of the academic year; or, if a one-year appointment terminates during an academic year, notice should be given at least three months in advance of termination.

**3.11.2. During the Second Academic Year of a Two-Year Appointment**: Notice of non-reappointment shall be given no later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, notice should be given at least six months in advance of termination.

**3.11.3. After Two or More Years**: Institutional policy may set the minimum period for notice of non-reappointment at not fewer than six months before the expiration of an appointment after two or more years in the institution.

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[4] Educational and academic considerations include, but are not limited to, the program analysis considerations in Policy and Procedures R401, , Approval of New Programs, Program Changes, and Discontinued Programs; and Policy and Procedures R411, Review of Existing Programs.

**3.12.** **Notice of Dismissal of Tenured Faculty:** Institutional policy may set the minimum period for notice of dismissal of a tenured faculty member as a result of a bona fide program discontinuance at not fewer than six months before the dismissal of the faculty member.

**3.13.** **Notice in Addition to the Required Minimum:** The institution shall make reasonable effort to give to each affected faculty member as much notice of non-reappointment or dismissal, in addition to the minimum required by institutional policy, as is practical under the circumstances.

**3.14.** **Annual Review as Part of Assessing Faculty Competence and, if Funding Permits, Merit Pay Award: :** Each tenure-track and tenured faculty member, along with all other faculty members, shall be reviewed each year in conjunction with institutional policies on faculty competence. When funding permits, a faculty member may be awarded merit pay consistent with institutional policies and process.

**3.15.** **In-Depth Post-Tenure Review.**

    **3.15.1.** **Intent of Post-Tenure Review:** The review shall assess the tenured faculty member's performance with the intent of:

        **3.15.1.1.** recognizing performance in the discipline's endeavors which demonstrates growth and development;

        **3.15.1.2.** communicating to the faculty member specific areas in need of improvement related to performance in scholarship, teaching, and service, and

        **3.15.1.3.** enhancing each individual's future productivity.

    **3.15.2 Procedures.** The institution shall establish procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with accreditation standards. The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

        **3.15.2.1.** teaching, through student, collegial, and administrative assessment.

        **3.15.2.2.** the quality of scholarly and creative performance and/or research productivity.

        **3.15.2.3.** service to the profession, school and community.

**3.16.** **Remedial Actions Based on Post-Tenure Review:** If, as a result of the post-tenure review process, the faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and the institution is expected to assist through developmental opportunities. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action under institutional policies adopted pursuant to this policy.

November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Revision of Regents' Policy R401: Approval of New Programs, Program Changes,
            Discontinued Programs, and Program Reports

## Issue

Regents' Policy R401 is in need of revision to more clearly set forth the expectations of the data to be submitted by the USHE institutions in requesting new programs or program changes and in reporting on new programs after program implementation.

## Background

Regents' Policy R401 sets forth the processes by which the Regents will assure appropriate program offerings throughout the Utah System of Higher Education (USHE) institutions and the quality and viability of those program offerings. As the program approval and review process has evolved, it has become more complex. Over the years since its initial approval, the R401 policy has received many individual amendments, but no total revision to assure internal consistency of the policy. Institutions have found it difficult to provide the information needed by Regents, largely due to the complexity of the review and submission process (which is dependent upon the type of program approval or review requested). The proposed revision to the policy maintains the policy and procedures of the currently approved policy (with the exceptions as noted below) while making the processes for submission and review clearer to faculty and administrators on the campuses who are responsible for responding to the policy. The submissions provided after this policy revision should better meet the needs of the Regents who provide program approval and review oversight.

The following actions have been taken and are reflected in the revised version of the R401 being provided for review:
1. Revised the format of the "definitions" section for consistency and clarity (all items indicate both the full name of the item and the acronym).
2. Clarified that an emphasis on an AAS degree must be "related to an IDENTIFIABLE CORE of courses required for the degree." Previous language was not clear that an AAS degree with a(n) emphasis(es) had to have a core of classes common to the degree and required for each emphasis on the degree. Previous language (determined to be unclear) indicated the emphasis had to be "in a particular sub area related to the main focus of the degree." (R401-3.10)

3. Reinforced the policy outline so that all items for which a particular action is required (e.g., "Regents' Approval," and "Review by OCHE with Return to Institutional Boards of Trustees If No Concerns Exist") are contained in the correct section and all references to that item type are together.
4. Updated the submission templates and provided additional guidance to institutions (through a structured cover page for each template) for submission. Institutional submissions should be more consistently done with this additional guidance, causing fewer "re-submissions" (due to errors in the submission), and fewer questions from the institutional representatives preparing the documents.
5. Updated the charts on staffing and finances in Appendix B (Full Template), Appendix D (New Programs Follow-up Report Template), and Appendix G (Abbreviated Template) to better match the data required by the R411 for Cyclical Program Reviews. The consistency of these charts will assist institutions in providing meaningful data, useful to the Regents for assessing program viability as the new program is approved and throughout subsequent cyclical reviews. By using departmental data for certain segments of the reports, more meaningful data can be provided by the institutions. Regents can identify the incremental program costs for a new program by comparing the "Current – Prior to New Program Implementation" data with subsequent departmental data, which will contain the costs of the new program.
6. Made clear that Fast Track Approval requires a CTE Regional Planning Review, but that the CTE Regional Planning Review can be conducted concurrent with institutional program review and will require a report on the CTE Regional Planning Review but NOT require a formal letter of approval from the CTE Regional Planning Committee. The regional review is considered critical, but the requirement of the formal letter slowed the "fast track" considerably. (R401-4.3 and Appendix E).
7. Determined minors and emphases proposed for existing degrees need complete only the Abbreviated Template (Appendix G), but *with* the curriculum identified. Previously, institutions had to complete the Full Template (Appendix B) to introduce new minors and emphases. This was onerous for the institution. The Abbreviated Template, when supplemented with a listing of the courses in the degree that would include the proposed minor or emphasis, will provide sufficient information for Regent review.

<u>Policy Issues</u>

This policy revision has received review by the USHE Academic Affairs staff, the Chief Academic Officers (CAOs), and the current members of the Program Review Committee, and their revisions and suggestions have been incorporated in this revision.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the Request to Revise Regents' Policy R401: Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports effective January 1, 2012.</u>

William A. Sederburg
Commissioner of Higher Education

WAS/EJH
Attachment

Utah System of Higher Education


R401, Approval of New Programs, Program Changes,
Discontinued Programs, and Program Reports




Revision Prepared for Approval
November 18, 2011

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

**Preamble[2]:** Academic programs are at the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education (USHE) universities and colleges are committed to providing students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.

**R401-1. Purpose.** To provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and Career and Technical Education (CTE) programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

**R401-2. References.**

**2.1.** Utah Code §53B-16-102, Changes in Curriculum

**2.2.** Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

**2.3.** Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

**2.4.** Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

**2.5.** Policy and Procedures R350-355, Education Television and Communications Networking

**2.6.** Policy and Procedures R411, Cyclical Institutional Program Reviews

**2.7.** Policy and Procedures R430, Continuing Education/Community Service

**2.8.** Policy and Procedures R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

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[1] Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, May 30, 2003, October 19, 2004, December 14, 2007, and April 1, 2010. Most recent revision presented for approval by the Utah State Board of Regents on November 18, 2011.
[2] The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

**2.9.** Policy and Procedure R481, Academic Freedom, Professional Responsibility and Tenure

**2.10.** Policy and Procedures R508, Guidelines for Approving Lists of Comparable Institutions

## R401-3. Definitions

**3.1.** **Chief Academic Officer (CAO):** The person designed by a USHE institution as its Chief Academic Officer who is responsible for matters related to the academic affairs of the institution.

**3.2.** **Classification of Instructional Programs (CIP) Code:** The code associated with a particular program of study as specified by the USHE institution in concert with the National Center for Education Statistics (NCES) taxonomy of programs.

**3.3.** **Career and Technical Education (CTE):** Designation given to certain programs consistent with state and national Career and Technical Education definitions.

**3.4.** **Graduate Certificate:** A program of study, less than a year in length, made up of graduate level course work, with a pre-requisite of at least a Bachelor's degree.

**3.5.** **Office of the Commissioner of Higher Education (OCHE):** The Utah Commissioner of Higher Education and his/her staff.

**3.6.** **Program Review Committee (PRC):** A subcommittee of the Board of Regents' Programs and Planning Committee responsible for academic program review.

**3.7.** **Programs and Planning Committee:** A committee of the Board of Regents responsible for planning and program review.

**3.8.** **Utah System of Higher Education (USHE):** A system of public higher institutions as designated by the legislature within the State of Utah.

**3.9.** **Certificate of Proficiency:** A program of study that can be constructed in two ways: (1) less than a year in length (less than 30 semester credit hours, or less than 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) 600 - 899 clock hours or 16 – 29 semester credit hours, meeting federal financial aid requirements, and requiring approval by the Board of Regents.

**3.10.** **Certificate of Completion:** A program of study more than a year in length (30-33 semester credit hours or 900-990 clock hours) authorized by the Board of Regents, and approved through the new program approval process. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**3.11.** **Emphasis:** A collection of courses within an Associate of Applied Science or a Bachelor's Degree that give the student a specific focus in a particular sub-area related to the identifiable core of courses required for the degree.

**3.12.** **Pre Major:** The term "pre major" is used in two contexts: (1) as a descriptor of a set of courses that are part of the Associate of Arts/Associate of Science degrees designed to prepare students for upper-division majors' work; and, (2) at four-year institutions not offering an AA or AS degree, the term "pre major" also applies to preparatory, lower-division courses required for acceptance into a major.

**3.13.** **Articulation Agreement:** A written document that specifies the terms and conditions for articulating courses and/or programs between institutions. The agreement is approved by the receiving institution and aligns course work between originating and receiving institutions. General articulation agreements are made during the annual Faculty Discipline Majors' Meetings.

**3.14.** **Program:** As specified in R481-3.9.2., a "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For a unit to be designated as a "program," it shall have an identified group of faculty and shall fulfill one or more of these criteria: (1) has "program," "center," "institute," "laboratory," "department," "school," or "college" in its title or has otherwise been designated as a program; (2) offers or administers a degree, certificate, or some other credential; (3) has an identifiable curriculum or is formally described in current institutional catalogs or other publications; (4) has a separate budget as listed in official university documents.

**R401-4. Regents' Approval.** Institutions submitting program proposals requiring Regents' approval shall adhere to the procedures shown in R401-4.2 and summarized in **Appendix A: Flow Chart for Procedures for Items Requiring Regent Approval.** When submitting proposals to the OCHE for one of the items specified in R401-4.1, the institution should use the template specified for each item in R401-4.1 and follow the Proposal Notification and Submission Procedures (R401-7).

**4.1.** **Program Items Requiring Regents' Approval.** Items requiring Regent approval are as follows. A definition and/or description of conditions for the type of item proposed follows each item.

**4.1.1.** **Credit/Non-credit Certificates of Proficiency Eligible for Financial Aid and Certificates of Completion (Full Template Required, Appendix B).** If financial aid is to be provided for a certificate, the CAO will submit a full proposal to the Commissioner's staff for approval through the regular approval process or, for CTE programs needing immediate approval, through the Fast Track Procedure (R401-4.3). CTE certificates of this type shall go through the Regional Career and Technical Education Planning process, as implemented in the proposing institution's region.

**4.1.2.** **Associate of Applied Science (AAS) Degrees (Full Template Required, Appendix B).** Programs of study intended to prepare students for entry-level careers. A minimum of 63 and a maximum of 69 credit hours are required. Additionally, general education requirements that are less extensive than in AA or AS degrees and others, as established by USHE institutions and in compliance with the Northwest Association of Colleges and Universities are required. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.1.2.1. Major.** The term "major" refers to the discipline in which the degree resides. The major may include one or more "emphases" to describe sub-units of the Associate of Applied Science degree.

**4.1.2.2. Emphasis.** AAS degree programs may have collections of courses within the major called an "emphasis" that give the student a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases require approval by the Regents. When a new AAS degree is proposed, emphases identified for the degree (if any) should be clearly described within the full proposal for the degree. See R401-5.1 for conditions regarding submission of emphases on existing degrees. Emphases must be clearly within the major field of study specified for the degree. Emphases under an AAS degree must be assigned the same CIP code as the major.

**4.1.3. Associate of Arts (AA) and Associate of Science (AS) Degrees (Full Template Required, Appendix B).** Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component, and prepare students for upper-division work in baccalaureate programs or prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work and other requirements as established by USHE institutions, are required for completion of an associate's degree. The Associate of Arts degree may have a foreign language requirement. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.1.3.1. Pre Major.** Courses contained in a pre-major in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the Faculty Discipline Majors committees. When a pre major is designed for transfer to (a) four-year program(s), it must follow statewide articulation agreements where such agreements have been formulated subject to (R470) or, if this is a specialized program, have (a) formal, written, articulation agreement(s) for the courses transferring. The program outline (advising sheet) should clearly designate the courses that will transfer to a four-year program major and those that will not transfer to the major, but may count as electives in a baccalaureate degree.

**4.1.3.2. An "Emphasis" may not be defined within an AA or AS degree.**

**4.1.4. Specialized Associate's Degrees (Full Template Required, Appendix B).** Specialized Associate's Degrees are programs of study that include extensive specialized course work, such as the Associate of Pre-Engineering, are intended to prepare students to initiate upper-division work in baccalaureate programs. These programs contain a minimum of 68 and a maximum of 85 credit hours, which include a minimum of 28 credit hours of preparatory, specialized course work, general education requirements that may be less extensive than in AA or AS degrees, and other requirements as established by USHE institutions. Because students might not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Generally, specialized associate's programs are articulated from two- to four-year majors. In some cases, articulation may be system-wide.

**4.1.5. Bachelor of Arts (BA), Bachelor of Science (BS), and Professional Bachelor's Degrees (Full Template Required, Appendix B).** These are programs of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees, such as the Bachelor of Business Administration or Bachelor of Fine Arts, may have additional requirements. Other disciplines such as engineering and architecture may exceed the maximum of 126 credit hours to meet accreditation requirements. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.1.5.1. Major (Full Template Required, Appendix B).** The term "major" refers to the discipline in which the degree resides.

**4.1.5.2. Minor (Abbreviated Template required, including the curriculum, Appendix G).** The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during

undergraduate studies. A Minor which is presented within a Bachelor's Degree proposal will be identified and included in the full template.

**4.1.5.3. Pre-major.** A pre major for a BA/BS or Professional Bachelor's Degree may be specified by the institution, *but does not require Regent approval.* The pre major should consist of preparatory, lower division courses which prepare students for a specific major, but are not sufficient to admit the student to the major in cases where the institution has admission requirements and a limited number of students who may pursue a particular major. Courses in a pre major should be the same or similar to those offered by the two-year programs as determined by the Faculty Discipline Majors committees. When a pre major affects students transferring from two-year institutions, formal articulation agreements are desirable and students should be clearly informed of the transferability of the courses taken in the pre major at the two-year institution.

**4.1.5.4. General Studies Bachelor's Degrees (Full Template Required, Appendix B).** See **General Studies Bachelor's Degrees Guidelines, Appendix C**, for conditions that should be met in the design of General Studies Bachelor's Degrees.

**4.1.6. K-12 School Personnel Programs (Full Template Required, Appendix B).** Endorsement and licensure preparation programs for teacher education, counselors, administrators, and other school personnel.

**4.1.7. Master's Degrees (Full Template Required, Appendix B).** Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of course work beyond the bachelor's degree and other requirements as established by USHE institutions and accreditation standards. Professional master's degrees such as the Master of Business Administration or Master of Social Work may require additional course work or projects. Specialized professional master's degrees typically require additional course work. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents.

**4.1.8. Doctoral Degrees (Full Template Required, Appendix B).** Graduate-level programs in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

**4.1.9. Fast Track Programs (Full Template Required, Appendix B).** Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted for Fast Track approval.

**4.1.10. Follow-up Reports on Approved Programs (New Programs Follow-up Report Template Required, Appendix D).** All programs approved by the Regents require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure.

**4.2. Review Procedure for Program Items Requiring Regent Approval – Not Fast Track.** (Fast Track Procedure is described in R401-3.) Programs requiring Regent Approval will be reviewed by the following entities and in the order specified. This review procedure is summarized in the flowchart in **Appendix A.**

**4.2.1. Review and Approval by the Institutional Board of Trustees.**

**4.2.2. Review by Specialized Groups.** Review by specialized groups may be conducted concurrently with review by the Boards of Trustees, if such concurrent review is consistent with institutional policies and procedures. The following types of programs require specialized review as noted.

**4.2.2.1. K-12 School Personnel Programs.** K-12 school personnel preparation programs shall be reviewed by the USHE schools and colleges of education.

**4.2.2.2. Career and Technical Education (CTE) Programs.** CTE programs shall go through the Regional Career and Technical Education Planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) Planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs, and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for approval.

**4.2.3. Institutional Submission of Request to OCHE.** See R401-7, Proposal and Notification Submission Procedures, and appropriate Template instructions.

**4.2.4. Review by the Commissioner's Staff.** Full program proposals will be forwarded to the Commissioner's Academic Affairs staff for review and comment. The financial analysis document may be reviewed by the Commissioner's Finance staff in order to verify financial data.

**4.2.5. Review by Council of Chief Academic Officers (CAOs).** After the Commissioner's staff has reviewed the proposal, it will be posted to the USHE website designated for program items to be reviewed by CAOs. The CAOs must review and post their comments for response from the other CAOs concerning the full proposal. Prior to review by the PRC, the Council of Chief Academic Officers will meet with the Commissioner's Academic Affairs staff to discuss the institutional proposals and the comments submitted by other USHE institutions, external reviews, and initial evaluation from the Commissioner's staff. This discussion will be considered by the Commissioner's Academic Affairs staff in preparing materials and recommendations for the Regents.

**4.2.6. Review by Program Review Committee (PRC).** Once the CAOs and Commissioner's staff have commented, the full program proposal and all attendant issues will be forwarded for review by the PRC. The PRC will review the program proposal and accompanying information, discuss any questions and issues, and request additional information as appropriate, including a request for a consultant to review the proposed program and surrounding issues. In the case a consultant review is requested, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact a consultant acceptable to the institution and to the Commissioner's staff and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, the proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend the meeting.

**4.2.7. Consideration by Board of Regents.** Program proposals that have been reviewed according to the procedures described in 4.2.1 – 4.2.6 will be placed on the Regents' agenda as directed by the Program Review Committee. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Programs and Planning Committee reviews proposals for new programs or program changes and recommends action to the

Regents. The Regents then take action on the proposed program during the meeting of the committee of the whole or through the General Consent calendar, as appropriate.

**4.2.7.1. Voting for Approval by Board of Regents.** All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

**4.2.7.2. Budgetary Considerations Separate from Approval.** Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.

**4.3.    Review Procedure for Program Items Requiring Regent Approval – Fast Track.**

**4.3.1.    Eligible Programs for Fast Track Approval (Full Template Required, Appendix B).** Certificates of Proficiency needing approval for financial aid and Certificates of Completion may be submitted to the Commissioner for Fast Track approval.

**4.3.2.    Fast Track Approval Requirements and Process.** The Fast Track Approval Process is detailed below and summarized in the **Flow Chart for Fast Track Program Approval, Appendix E.**

**4.3.2.1. Review and Approval by Institutional Board of Trustees.** The certificate must have been approved by the institution's internal program development and approval procedure.

**4.3.2.2. Review through the Career and Technical Education Regional Planning Process.** Institutional CTE Directors coordinate regional planning processes.

**4.3.2.3. Institutional Submission of Request to OCHE Academic Affairs Staff.** See R401-7, Proposal and Notification Submission Procedures, and appropriate Template instructions.

**4.3.2.4. Review by OCHE Academic Affairs Staff and Commissioner Response.** The OCHE Academic Affairs staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned with approval for immediate effect.

**4.3.2.5. Regent Consideration.** The program will be placed on the General Consent Calendar of the next Regents' meeting.

**4.3.3.    Two-Year Review of Programs Approved through the Fast Track Procedure (Report Template Required, Appendix D).** Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be posted on a website for review by PRC members if they so choose, and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.

**R401-5. Review by OCHE with Return to Institutional Boards of Trustees If No Concerns Exist.** Institutions submitting proposals under R401-5 shall adhere to the procedures shown in R401-5.2 and summarized in **Appendix**

**E: Flow Chart for Items Reviewed by OCHE and Returned to Institutional Boards of Trustees if No Concerns Exist.** When submitting proposals to the OCHE for one of the items specified in R401-5.1, the institution should use the template specified for each item in R401-5.1 and the Proposal Notification and Submission Procedure (R401-7).

    **5.1.    Program Items to be Reviewed by OCHE and Returned if No Concerns Exist.**

        **5.1.1.    Emphasis.**

            **5.1.1.1.** The proposing institution shall submit an **Abbreviated Template, with the program curriculum section (Appendix G)** to add an emphasis to an existing degree.

            **5.1.1.2. Emphasis Contained within a Proposal for a New Degree.** When an emphasis is contained within a degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process (see R401-4).

        **5.1.2.    Certificates of Proficiency Not Eligible for Financial Aid (Abbreviated Template Required, Appendix G).** CTE programs of less than 900 clock hours that do not require approval for financial aid.

        **5.1.3.    Out-of-Service-Area Delivery of Programs (Abbreviated Template Required, Appendix G).** Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area (see R315, Service Area Designations and Coordination of Off-Campus Courses and Programs; R350-55, Education Television and Communications Networking; and R508, Guidelines for Approving Lists of Comparable Institutions).

        **5.1.4.    Name Changes of Existing Programs (Abbreviated Template Required, Appendix G).**

        **5.1.5.    Transfer, Restructuring, or Consolidation of Existing Programs (Abbreviated Template Required, Appendix G).**

        **5.1.6.    Discontinuation or Suspension of Programs (Abbreviated Template Required, Appendix G).**

            **5.1.6.1. Discontinuation.** Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.

            **5.1.6.2. Suspension.** Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

            **5.1.6.3. Student Completion.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period of time compatible with accreditation standards. This may require:

                a.      Enrollment of students at other institutions of higher education, or

b. Courses to be taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

**5.1.6.4. System Coordination.** Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

**5.1.7. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units (Abbreviated Template Required, Appendix G).**

**5.1.8. New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G).** Administrative entities that perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

**5.1.9. Graduate Certificates (Abbreviated Template Required, Appendix G).** A program of study, less than a year in length, made up of graduate level courses, with a pre-requisite of at least a Bachelor's degree.

**5.2. Review Process for Program Items Requiring OCHE Review with Return to the Institution if No Concerns Exist.** See **Appendix F** for the flowchart of this process.

**5.2.1. Review and Approval by Institutional Board of Trustees.**

**5.2.2. Institution Submits Request to the OCHE.** See R401-7, Proposal and Notification Submission Procedures.

**5.2.3. OCHE Staff Review.**

**5.2.4. CAO Review (optional, necessity determined by OCHE staff).** The OCHE may share proposals with the institutional CAOs for further feedback as needed.

**5.2.5. OCHE Notice to the Institution of Need for Further Information or Approval.** Within 15 days of the item being received by OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned with approval.

**5.2.6. OCHE Staff Places Item on the Regents' General Consent Calendar for approval.**

**R401-6. Items Approved by Institutional Boards of Trustees with Notice to OCHE.** The program items specified in R401-6.1 will be the responsibility of the institutional Boards of Trustees. Institutions submitting proposals under R401-6 shall adhere to the procedures shown in R401-6.2 and summarized in **Appendix H: Flow Chart for Items Approved by Institutional Boards of Trustees with Notice to OCHE.** When providing notice to the OCHE for one of the following items, the institution should use the template specified for each item in R401-6.1, and follow the Proposal Notification and Submission procedures (R401-7).

**6.1. Program Items Requiring Approval by Institutional Boards of Trustees with Notice to OCHE.**

**6.1.1.    Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G).** If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program.  If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.

**6.1.2.    Cyclical Institutional Program Reviews.** See Policy and Procedures, R411, Cyclical Program Reviews.

**6.1.3.    List of Scheduled Program Reviews.** The annual list of scheduled program reviews as defined in R411, Review of Existing Programs, including date of review. The list is due at the beginning of each September.

**6.1.4.    Programs under Development or Consideration (Program Planning Report Required, Appendix I).**  These planning documents will provide Regents with a system-wide view of the programs that may be brought to them for approval.

> **6.1.4.1. Continuous Update.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix.

> **6.1.4.2. Submission Timeline for Program Planning Report.** In February of each year, each institution shall submit an updated program planning report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

**6.2.    Review Process for Items Requiring Approval by Institutional Boards of Trustees and Notice to OCHE.**

**6.2.1.    Review and Approval by Institutional Board of Trustees.**

**6.2.2.    Institution Submits Notice to OCHE.**  See R401-7 and the instructions for the appropriate template for submission guidelines.

**6.2.3.    OCHE Staff Review.** OCHE Academic Affairs staff reviews the notice to assure the action requested is clear and documents the information in OCHE files and data bases.

**R401-7. Proposal and Notification Submission Procedures.**

**7.1.    Proposal Templates.**  The template required for each type of item is specified in the listing of items (R401-4.1, R401-5.1, and R401-6.1).  For those approvals requiring only an Abbreviated Proposal Template, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.

**7.1.1.    Classification of Instructional Program (CIP) Codes.** When preparing the submission template, the institution must choose an appropriate CIP code.  For CIP code classifications, see: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

**7.1.1.1. CIP Codes for All Programs except Apprenticeship Programs.** Only one CIP code will be accepted per program—including all emphases under that program. The only exception is for apprenticeship programs.

**7.1.1.2. CIP Codes for Apprenticeship Programs.** The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

**7.2.** **Proposal Style.** All submissions must:

**7.2.1.** Be written in a formal style, using third person.

**7.2.2.** Use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

**7.2.3.** Have 1" margins.

**7.2.4.** Be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

Appendix A: **Flow Chart of Procedures for Items Requiring Regents' Approval.** See R401-4.2.

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## Appendix A: Flow Chart for Regent's Approval

```
┌─────────────────┐     ┌─────────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Institutional   │     │ Specialized approval│     │                 │     │                 │
│ review          │ ⇒   │ for selected        │ ⇒   │ Full proposal   │ ⇒   │ OCHE staff      │
│ and Board of    │     │ programs. (4.2.2).  │     │ template to     │     │ review.         │
│ Trustees        │     │ May be concurrent   │     │ OCHE.           │     │                 │
│ approval.       │     │ with institutional  │     │                 │     │                 │
│                 │     │ review.             │     │                 │     │                 │
└─────────────────┘     └─────────────────────┘     └─────────────────┘     └─────────────────┘
                                                                                      ⇓
┌─────────────────┐     ┌─────────────────┐     ┌──────────────────────┐     ┌─────────────────┐
│ Regents'        │     │ Regents'        │     │ PRC review.          │     │                 │
│ Committee of    │ ⇐   │ Planning        │ ⇐   │ • More info needed OR│ ⇐   │ Council of CAOs │
│ the Whole       │     │ and Programs"   │     │ • Item approved;     │     │ review.         │
│                 │     │ Committee       │     │   prepared for       │     │                 │
│                 │     │                 │     │   Regents' agenda.   │     │                 │
└─────────────────┘     └─────────────────┘     └──────────────────────┘     └─────────────────┘
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**Appendix B: Full Template**

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**Appendix B: Full Template**

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**Instructions:**

- The Full Template should be used for those items identified as needing the Full Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **A Full Template consists of a Cover/Signature Page - Full Template, Executive Summary - Full Template, and Program Description - Full Template.**

    - **Cover/Signature Page - Full Template:** Complete the items requested at the top of the page, INCLUDING SELECTING a CIP Code. Check which type(s) of item(s) apply. For example, you may check a certain kind of certificate AND "fast tracked."

    - **Executive Summary - Full Template:** The executive summary must not exceed two (2) pages.

    - **Program Description - Full Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Full Template per R401-7 instructions **as a Word document** (no PDF formats). Begin each of the three sections (Cover/Signature Page, Executive Summary, and Program Description) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the italics are to be removed before the institution submits the proposal to OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Full Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

# Appendix B: Full Template

## Cover/Signature Page - Full Template

**Institution Submitting Request:** *Name of Institution*
**Proposed Title:** *Program or Unit Title being proposed*
**School or Division or Location:** *Name of School/Division Location*
**Department(s) or Area(s) Location:** *Name of Department/Area Location*
**Recommended Classification of Instructional Programs (CIP) Code[3] :** *00.0000*
**Proposed Beginning Date:** *MM/DD/YEAR*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| R401-4 | |
|---|---|
| *Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.* | |
| **Section #** | **Item** |
| 4.1.1 | ☐ Non-Credit Certificate of Proficiency Eligible for Financial Aid |
| | ☐ Credit Certificate of Proficiency Eligible for Financial Aid |
| 4.1.1 | ☐ Non-Credit Certificate of Completion |
| | ☐ Credit Certificate of Completion |
| 4.1.9 | ☐ Fast-Tracked Certificate |
| 4.1.2 | ☐ Associate of Applied Science Degree |
| 4.1.3 | ☐ Associate of Science Degree |
| | ☐ Associate of Arts Degree |
| 4.1.5 | ☐ Bachelor's Degree |
| 4.1.6 | ☐ K-12 School Personnel Programs |
| 4.1.7 | ☐ Master's Degree |
| 4.1.8 | ☐ Doctoral Degree |

## Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

---

**Signature**                                   **Date:** *MM/DD/YEAR*

**Printed Name:** *Name of CAO or Designee*

---

[3] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

**Appendix B: Full Template**

## Executive Summary - Full Template

Higher Education Institution
Degree Type and Title
MM/DD/YEAR

### Program Description

*One paragraph description of the program. (Remove these descriptive italics when using template)*

### Role and Mission Fit

*One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission of the institution as set forth in Regents' Policy (R312). (Remove these descriptive italics when using template.)*

**Faculty.** *State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. (Remove italics when using template.)*

### Market Demand

*One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Note that the Department of Workforce Services provides labor market demand data for Utah. It is acknowledged that some degree proposals may be in response to student demand rather than immediate labor market demand. (Remove these descriptive italics after completing this section of the template.)*

### Student Demand

*One paragraph giving current student demand, which is demonstrated by student surveys, petitions. Detail potential students' preparation for the program. (Remove these descriptive italics after completing this section of the template.)*

**Statement of Financial Support.** *Indicate from which of the following the funding will be generated. Provide the detail for funding as part of the "Financial Analysis" section. (Remove these descriptive italics after completing this section of the template.)*

*Appropriated Fund* ........................................ ☐
*Special Legislative Appropriation* .................. ☐
*Grants and Contracts* .................................... ☐
*Special Fees/Differential Tuition* ................... ☐
*Other (please describe)* ................................. ☐

### Similar Programs Already Offered in the USHE

*A list of similar programs already approved and functioning at USHE institutions. (Remove these descriptive italics after completing this section of the template.)*

**Appendix B: Full Template**

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**Program Description - Full Template**

Higher Education Institution
Degree Type and Title
MM/DD/YEAR

**Section I: The Request**

</div>

*Name of Institution* requests approval to offer *Name of Degree* effective *Semester Year*. This program has been approved by the institutional Board of Trustees on *Date*.

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**Section II: Program Description**

</div>

**Complete Program Description**
*Present the complete, formal program description as it appears or will appear in the institution's catalog. (Remove these descriptive italics after completing this section of the template.)*

**Purpose of Degree**
*State why your institution should offer this degree and the expected outcomes. (Remove these descriptive italics after completing this section of the template.)*

**Institutional Readiness**
*Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education. (Remove these descriptive italics after completing this section of the template.)*

**Faculty**
*Using the format below, indicate the **headcount** of departmental faculty in each category. In the final row of the chart, provide faculty FTE. "Tenured" includes already tenured and tenure-track. "Non-tenured" includes faculty NOT tenured or on the tenure track. "Non-Tenured" includes all non-tenured and non-tenure track (including teaching assistants) who provide instruction in the department. Describe in general terms how faculty/instructional staff will be deployed to successfully deliver this program. (Remove these descriptive italics after completing chart below.)*

| Faculty Category | Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Faculty Headcount at Full Program Implementation |
|---|---|---|---|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| With Master's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| With Bachelor's Degrees | | | |
| Full-time Tenured | | | |

## Appendix B: Full Template

| | | | |
|---|---|---|---|
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Other | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| **Total Headcount Faculty** | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured · | | | |
| Part-time Non-Tenured | | | |
| | | | |
| **Total Department Faculty FTE** (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.") | | X | |

### Staff
*List all additional staff needed to support the program in each of the first five years, e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. (Remove these descriptive italics after completing this section of the template.)*

### Library and Information Resources
*Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources? (Remove these descriptive italics after completing this section of the template.)*

### Admission Requirements
*List admission requirements specific to the proposed program. (Remove these descriptive italics after completing this section of the template.)*

### Student Advisement
*Describe the advising procedure for students in the proposed program. (Remove these descriptive italics after completing this section of the template.)*

### Justification for Graduation Standards and Number of Credits
*Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. (Remove these descriptive italics after completing this section of the template.)*

### External Review and Accreditation
*Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them. (Remove these descriptive italics after completing this section of the template.)*

## Appendix B: Full Template

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:** *Using the format below, indicate the projected number of graduates and declared majors expected over the next five years in the new program proposed.*

| Data Category | Current – Prior to New Program Implementation | Projected Year 1 | Projected Year 2 | Projected Year 3 | Projected Year 4 | Projected Year 5 |
|---|---|---|---|---|---|---|
| **Data for Proposed Program** | | | | | | |
| Number of Graduates **in Proposed Program** | X | | | | | |
| Total # of Declared Majors **in Proposed Program** | X | | | | | |
| **Departmental Data – For All Programs Within the Department** | | | | | | |
| Total Department Faculty FTE (as reported in Faculty table above) | | | | | | |
| Total Department Student FTE (Based on Fall Third Week) | | | | | | |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | | | | | | |
| **Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)** | | | | | | |

### Expansion of Existing Program
*If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. (Remove these descriptive italics after completing this section of the template.)*

## Section III: Need

### Program Need
*Clearly indicate why such a program should be initiated. (Remove these descriptive italics after completing this section of the template.)*

### Labor Market Demand
*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. (Remove these descriptive italics after completing this section of the template.)*

### Student Demand
*Describe evidence of student interest and demand that supports potential program enrollment. (Remove these descriptive italics after completing this section of the template.)*

### Similar Programs
*Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific. (Remove these descriptive italics after completing this section of the template.)*

**Collaboration with and Impact on Other USHE Institutions**
*Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. (Remove these descriptive italics after completing this section of the template.)*

**Benefits**
*State how the institution and the USHE benefit by offering the proposed program. (Remove these descriptive italics after completing this section of the template.)*

**Consistency with Institutional Mission**
*Explain how the program is consistent with and appropriate to the institution's Regents-approved mission, roles, and goals. (Remove these descriptive italics after completing this section of the template.)*

## Section IV: Program and Student Assessment

**Program Assessment**
*State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. (Remove these descriptive italics after completing this section of the template.)*

**Expected Standards of Performance**
*List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. (Remove these descriptive italics after completing this section of the template.)*

## Section V: Finance

**Budget**
*Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.*

| 5-Year Budget Projection | | | | | | |
|---|---|---|---|---|---|---|
| **Departmental Data** | **Current Budget— Prior to New Program Implementation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Personnel Expense** | | | | | | |
| Salaries & Wages | | | | | | |
| Benefits | | | | | | |
| Total Personnel Expense | | | | | | |
| **Non-personnel Expense** | | | | | | |
| Travel | | | | | | |
| Capital | | | | | | |
| Library | | | | | | |
| Current Expense | | | | | | |
| Total Non-personnel Expense | | | | | | |
| **Total Expense (Personnel + Current)** | $ | $ | $ | $ | $ | $ |
| **Departmental Funding** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Appropriated Fund | | | | | | |
| Other: | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees/Differential Tuition | | | | | | |
| **Total Revenue** | $ | $ | $ | $ | $ | $ |
| **Difference** | | | | | | |
| Revenue - Expense | $ | $ | $ | $ | $ | $ |
| Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected") | $ | $ | $ | $ | $ | $ |

**\* Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

**Funding Sources**
*Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants or other sources. (Remove these descriptive italics after completing this section of the template.)*

## Appendix B: Full Template

### Reallocation
*If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. (Remove these descriptive italics after completing this section of the template.)*

### Impact on Existing Budgets
*If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. (Remove these descriptive italics after completing this section of the template.)*

## Section VI: Program Curriculum

### All Program Courses
*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)*

| Course Prefix & Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| | Sub-Total | |
| Elective Courses | | |
| | Sub-Total | |
| Track/Options (if applicable) | | |
| | Sub-Total | |
| | Total Number of Credits | |

### New Courses to Be Added in the Next Five Years
*List all new courses to be added in the next five years by prefix, number, title, and credit hours (or credit equivalences) to serve this program. Use the following format. (Remove these descriptive italics after completing this section of the template.)*

| Semester 1 | Course Prefix and Number | Course Title |
|---|---|---|
| *(List courses – use one row per course)* | | |
| **Semester 2** | | |
| *(List courses – use one row per course)* | | |
| *Continue with Semesters for Entire Program* | | |

### Program Schedule
*For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)*

## Section VII: Faculty

*List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume. If new faculty lines are being used for the program, but the faculty member has not yet been hired, so indicate. (Remove these descriptive italics after completing this section of the template.)*

**Appendix C: Bachelor's Degrees in General Studies Guidelines** (referenced in R401-4.1.5.2.)

## Appendix C: General Studies' Guidelines

**A General Studies Bachelor's Degree proposal must:**

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. Define the audiences for this degree including types and needs of students.

3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.

7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.

9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. Require a curricular concentration.

11. Clarify how academic oversight will be provided by faculty.

12. State graduation standards.

**Appendix D: New Programs Follow-up Report Template**

<div align="center">

**Appendix D: Follow-Up Report Template**

</div>

**Instructions:**

- The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.

- A Report Template consists of a **Cover/Signature Page – New Programs Follow-up Report Template** and a **Report – New Programs Follow-up Report Template**.

- Prepare the Three- (or Two-)Year Follow-Up Report per R401-7 instructions **as a Word document** (no PDF formats). When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to OCHE.**

  **NOTE:** Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

# Appendix D: New Programs Follow-up Report Template

## Cover/Signature Page – New Programs Follow-up Report Template

**Institution Submitting Request:** *Name of Institution*
**Program Title:** *Program being reported*
**School or Division or Location:** *Name of School/Division Location*
**Department(s) or Area(s) Location:** *Name of Department/Area Location*
**Recommended Classification of Instructional Programs (CIP) Code[4]:** *00.0000*
**Board of Regents' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| R401-4 | |
|---|---|
| *Items submitted will be reviewed by OCHE and posted on a website for PRC member review. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.* | |
| **Section #** | **Item** |
| 4.1.10 | ☐ Three-Year Follow-Up Report of Recently Approved Programs |
| 4.3.3 | ☐ Two-year Follow-up Report of Fast-tracked Certificate |

## Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

**Signature**                              **Date:** *MM/DD/YEAR*

**Printed Name:** *Name of CAO or Designee*

---

[4] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

**Appendix D: New Programs Follow-up Report Template**

<div align="center">

**Report – Third-Year Report Template**
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

</div>

**Program Description**
*One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. (Remove these descriptive italics after completing this section of the template.)*

**Enrollment and Revenue Data**
*Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.*

| | Prior to Program Implementation | Year 1 | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|---|
| **Departmental/Unit Enrollment and Staffing Data** | | **Est.** | **Actual** | **Est.** | **Actual** | **Est.** | **Actual** |
| Total Department Student FTE (Based on Fall Third Week Data) | | | | | | | |
| Total Department Faculty FTE (A-1/S-11/Cost Study Definition) | | | | | | | |
| Student FTE per Faculty FTE (from Faculty FTE and Student FTE above) | | | | | | | |
| **Program Level Data** | | | | | | | |
| Total Number of Declared Majors in Program | X | | | | | | |
| Total Number of Program Graduates | X | | | | | | |
| **Departmental Revenue** | | **Est.** | **Actual** | **Est.** | **Actual** | **Est.** | **Actual** |
| Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table) | | | | | | | |
| **Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)** | | X | | X | | X | |

**Institutional Analysis of Program to Date**
*Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.*

**Employment Information**
*Provide employment information on graduates of the program. (Remove these descriptive italics after completing this section of the template.)*

**Appendix E: Flow Chart of Procedures for Fast Track Program Approval (available for designated certificates only).** See R401- 4.3.

## Appendix E: Flow Chart for Fast Track Approval

Institutional review and Board of Trustees approval.

CTE Regional Planning review.

Full proposal template to OCHE.

OCHE staff review.

Commissioner response (15 days).
• More info needed OR
• Item approved.

Regents' notification through the General Consent calendar.
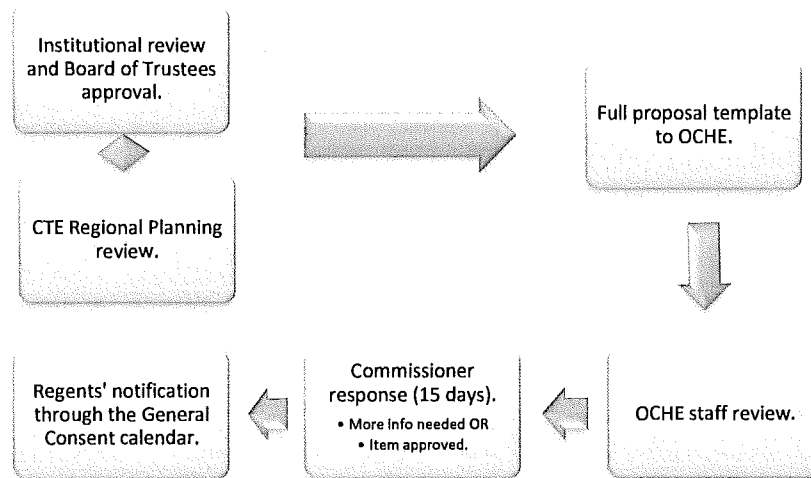
**Appendix F: Flow Chart of Procedures for Items to Be Sent to OCHE and Returned to Institutional Boards of Trustees If No Concerns Exist.** See R401-5.2.

## Appendix F: Flow Chart for OCHE Approval

Institutional review and Board of Trustees approval. → Specified program proposal template to OCHE. → OCHE staff review. → CAO review if required.

↓

Notification to Regents.
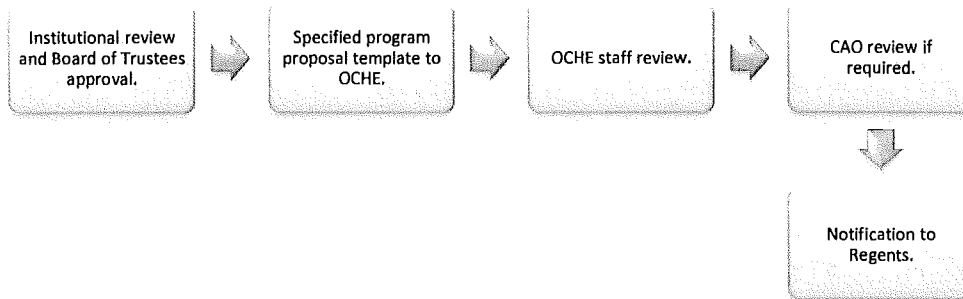
**Appendix G: Abbreviated Template**

**Instructions:**

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **An Abbreviated Template consists of a Cover/Signature Page - Abbreviated Template and Program Request - Abbreviated Template.**
    - o **Cover/Signature Page - Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP Code. Check which type(s) of item(s) apply.
    - o **Program Request - Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Abbreviated Template per R401-7 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

# Appendix G: Abbreviated Template

## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *Name of Institution*
**Proposed Title:** *Program or Unit Title being proposed*
**Currently Approved Title:** *Current Program or Unit Title -- if Title is being changed from current title to a new title*
**School or Division or Location:** *Name of School/Division Location*
**Department(s) or Area(s) Location:** *Name of Department/Area Location*
**Recommended Classification of Instructional Programs (CIP) Code[5] (for new programs):** *00.0000*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *00.0000*
**Proposed Beginning Date (for new programs):** *MM/DD/YEAR*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| R401-5 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | | R401-6 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | |
|---|---|---|---|---|---|
| **Section #** | | **Item** | **Section #** | | **Item** |
| 4.1.5.2 | ☐ | Minor* | 6.1.1 | ☐ | Reinstatement of Previously Suspended Program |
| 5.1.1.1 | ☐ | New Emphasis on an Existing Degree* | 6.1.5 | ☐ | Reinstatement of Previously Suspended Unit |
| 5.1.2 | ☐ | Certificate of Proficiency Not Eligible for Financial Aid | | | |
| 5.1.3 | ☐ | Out-of-Service Area Delivery of Programs | | | |
| 5.1.4 | ☐ | Name Change of Existing Programs | | | |
| 5.1.5 | ☐ | Program Transfer | | | |
| | ☐ | Program Restructure | | | |
| | ☐ | Program Consolidation | | | |
| 5.1.6 | ☐ | Program Discontinuation | | | |
| | ☐ | Program Suspension | | | |
| 5.1.7 | ☐ | Administrative Unit Creation | | | |
| | ☐ | Administrative Unit Transfer | | | |
| | ☐ | Administrative Unit Consolidation | | | |
| 5.1.8 | ☐ | New Center | | | |
| | ☐ | New Institute | | | |
| | ☐ | New Bureau | | | |
| 5.1.9 | ☐ | Graduate Certificate | | | |

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

**Signature**                                   **Date:** *MM/DD/YEAR*

**Printed Name:** *Name of CAO or Designee*

---

[5] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

**Appendix G: Abbreviated Template**

<div align="center">

**Program Request - Abbreviated Template**
Higher Education Institution
Degree Type and Title
*MM/DD/YEAR*

</div>

<div align="center">

**Section I: Request**

</div>

*Briefly describe the request. Indicate the primary activities impacted, especially focusing on any instructional activities. (Remove these descriptive italics after completing this section of the template.)*

<div align="center">

**Section II: Need**

</div>

*Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. (Remove these descriptive italics after completing this section of the template.)*

<div align="center">

**Section III: Institutional Impact**

</div>

*Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. (Remove these descriptive italics after completing this section of the template.)*

<div align="center">

**Section IV: Finances**

</div>

*What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. (Remove these descriptive italics after completing this section of the template.)*

<div align="center">

**Section VI: Program Curriculum**
**\*\*\*THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.\*\*\***

</div>

**All Program Courses**
*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)*

| Course Prefix & Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| | Sub-Total | |
| Elective Courses | | |
| | Sub-Total | |
| Track/Options (if applicable) | | |
| | Sub-Total | |
| | Total Number of Credits | |

## Appendix G:  Abbreviated Template

## New Courses to Be Added in the Next Five Years
*List all new courses to be added in the next five years by prefix, number, title, and credit hours (or credit equivalences) to serve this program. Use the following format.  (Remove these descriptive italics after completing this section of the  template.)*

| Semester 1 | Course Prefix and Number | Course Title |
|---|---|---|
| *(List courses – use one row per course)* | | |
| **Semester 2** | | |
| *(List courses – use one row per course)* | | |
| *Continue with Semesters for Entire Program* | | |

## Program Schedule
*For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the  template.)*

**Appendix H: Flow Chart of Procedures for Items Approved by Institutional Boards of Trustees with Notice to OCHE.** See R401-6.2.

## Appendix H: Flow Chart for Board of Trustees Approval

| Institutional review and Board of Trustees approval. | ⇨ | Specified program template to OCHE. | ⇨ | OCHE staff review. | ⇨ | OCHE documentation of change. |

**Appendix I: Template for Submission of Programs Under Development or Consideration**

<br>

**Appendix I: Programs Under Development or Consideration Template**

**Instructions:**

- The Programs Under Development or Consideration Template should be used consistent with R401-6.1.4.

- Prepare the Programs Under Development or Consideration Template per R401 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to OCHE.**

- The CAO or his/her designated representatives should e-mail the completed PUDC Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

**Programs Under Development or Consideration Template**
*Higher Education Institution*
**February** *(YEAR)*

*Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.*

| Program Name | Degree Type | Current Status | Projected for Regents' Agenda |
|---|---|---|---|
|  |  |  | *Date* |

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*<sup>SM</sup>

November 9, 2011

MEMORANDUM

TO:            State Board of Regents

FROM:       William A. Sederburg

SUBJECT:   University of Utah – Minor in Book Arts

## Issue

The University of Utah requests approval to offer a Minor in Book Arts effective Fall 2011. This program has been approved by the Institutional Board of Trustees on May 10, 2011.

## Background

Book Arts, as an academic designation, is rare. Yet there is a demand for teachers in the field, as evidenced by the list of 109 institutions nationwide (available upon request) that offer book arts courses. The Book Arts program's facilities include a large studio space, which houses more than twelve printing presses and extensive binding and other equipment. The Minor in Book Arts will allow students to utilize this collection and space more fully and meaningfully. Furthermore, the designation of this minor on any student's transcript may facilitate acceptance into multi-disciplinary graduate programs, and equip the graduate with the creative critical thinking and problem solving skills that employers value in the job market.

The Minor in Book Arts would allow non-art majors to receive formal recognition for completion of 15-16 units comprised of three core book arts courses offered through the Department of Art and Art History in addition to a single elective course selected from book arts electives or English and art electives. These courses typically fill to capacity.

A request for a Certificate in Book Arts was approved in July 2011, which will allow non-art and art majors, as well as returning graduates, a similar but expanded program of study and subsequent designation on transcripts. A student could earn either a Minor or Certificate in Book Arts, but not both.

In offering a unique venue for cross-disciplinary research, exploration, and production, a Minor in Book Arts would allow students working in any discipline to take full advantage of the Book Arts Program facilities, equipment, and faculty to experiment with new formats for visual communication, textual presentation, technological application, and conceptual development—building on and enriching skills and knowledge developed within their areas of major emphasis. A formal designation of a Minor in Book Arts adds breadth to a student's educational experience.

## Policy Issues

No issues were raised and USHE institutions were supportive of the Minor in Book Arts. Salt Lake Community College offers a Certificate of Completion in Electronic Publishing and will work with the University of Utah to establish transfer agreements in this area.

## Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Minor in Book Arts, effective Spring 2012.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee


Action Item


Request to Offer a Minor in Book Arts


University of Utah


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

November 9, 2011

## SECTION I: The Request

The University of Utah requests approval to offer a Minor in Book Arts effective Fall 2011. This program has been approved by the institutional Board of Trustees on May10, 2011.

## SECTION II: Program Description

**Complete Program Description**
The Minor in Book Arts would allow non-art majors to receive formal recognition for completion of 15-16 units comprised of three core book arts courses offered through the Department of Art and Art History in addition to a single elective course selected from book arts electives or those English and art electives listed in Appendix A.

A request for a Certificate in Book Arts was approved in July 2011, which will allow non- and art majors, as well as returning post-graduates, a similar but expanded program of study and consequent designation on transcripts. A student could earn either a Minor or Certificate in Book Arts, not both.

**Purpose of Degree**
In offering a unique venue for cross-disciplinary research, exploration, and production, a Minor in Book Arts would allow students working in any discipline to take full advantage of the Book Arts program facilities, equipment, and faculty to experiment with new formats for visual communication, textual presentation, technological application, and conceptual development—building on and enriching skills and knowledge developed within their areas of major emphasis. A formal designation of a Minor in Book Arts adds breadth to a student's educational experience.

Book Arts as an academic designation is presently rare nationwide, yet there is a demand for teachers in the field, as evidenced by the non-exhaustive list of 109 institutions that offer book arts courses nationwide. The Book Arts Program's facilities include a large studio space, which houses more than twelve printing presses and extensive binding and other equipment; the Minor in Book Arts will allow students to utilize this exceptional collection and space more fully and meaningfully. Furthermore, the designation of this minor on any student's transcript would facilitate acceptance into multi-disciplinary graduate programs, and equip the graduate with the creative, critical thinking, and problem solving skills that employers value in the current job market.

**Institutional Readiness**
No administrative structural change is anticipated with the addition of the Minor in Book Arts in that a well-established support structure is already in place. The Book Arts program, a division of Special Collections at the J. Willard Marriott Library, has offered classes for academic credit through the Art and Art History Department since 1999.

The renovation of the Marriott Library included the creation of a studio and classroom space that is unmatched nationwide among academic institutions. The Marriott Library supports studio space, and special course fees support the upkeep of antique printing and binding equipment.

Although change to the delivery of undergraduate education is not anticipated, through the experience of a sustained and cumulative book arts education, students pursuing a Minor in Book Arts will refine both technical skills and conceptual studies, enabling higher-level dialogue with their peers and instructors.

Additionally, continuous access to and instruction surrounding the Rare Books Collections—which present countless approaches to diverse content—will expand students' experience. In addition, the Book Arts Program provides opportunities for K-12 in-service learning on campus.

## Faculty
The Book Arts program employs three full-time, salaried teaching staff, one having joined the faculty in January 2011. The program's managing director has non-tenured faculty status, and the two additional FTE teaching staff members have exempt staff status within the University, teaching as adjunct faculty along with two part-time instructors who currently teach one or two classes per year.

The book arts faculty is capable of teaching additional sections of courses that are currently offered through the Department of Art and Art History, should the demand necessitate. The current proposal does not require the creation of additional classes, though additional courses will be added as needed. The current book arts faculty is equipped to handle a greater course load.

By the fifth year of the program, it is not anticipated that the faculty would need to increase, though a current non-teaching position within the program might be reclassified so that required qualifications would include a suitable credential and collegiate teaching experience.

## Staff
The Book Arts program has been active in the academic and larger community for sixteen years. Outside of the faculty, the staff consists of one 1.0 FTE and two .75 FTE teaching assistants and programming staff, two PTE, three work-study students, and approximately fifteen volunteer staff as well as one to three interns per year who facilitate the use of the studio as well as acting as administrative assistants, secretarial/clerical employees, studio aides, and teaching assistants as appropriate to each individual's experience and expertise. No additional staff will be required.

## Library and Information Resources
The Marriott Library supports the Rare Books and Fine Arts Collections, both outstanding resources for students and faculty. The Rare Books Division collaborates in the curriculum for all book arts classes and augments the courses in tangible and meaningful ways, including presentations and research assistance. The Rare Books Collections, with over 80,000 pieces, is one of the largest west of the Mississippi. Thousands of these 80,000 volumes are designated artists' books.

## Admission Requirements
Any undergraduate student in good standing would be eligible to seek a Minor in Book Arts.

## Student Advisement
Marnie Powers-Torrey, Managing Director of the Book Arts Program, will advise students pursuing a minor within the book arts portion of their studies. Advisors in students' respective departments will continue to advise undergraduates in their major emphases. Advisors will coordinate as needed to ensure that students are properly directed and to ensure that courses are utilized to fulfill appropriate requirements.

**Justification for Graduation Standards and Number of Credits**
The Minor in Book Arts would allow non-art majors to receive formal recognition for completion of 15-16 units comprised of three core book arts courses offered through the Department of Art and Art History in addition to a single elective course selected from book arts electives or those English and art electives listed in Appendix A.

A request for a Certificate in Book Arts was approved in July 2011, which will allow non- and art majors, as well as returning post-graduates, a similar but expanded program of study and consequent designation on transcripts. A student could earn either a Minor or Certificate in Book Arts, not both.

**External Review and Accreditation**
The academic pursuit of book arts is only a couple of decades old, accounting for the relatively few institutions currently providing formalized programs of study. Today, book arts centers are emerging worldwide, and institutions that offer a formal designation report an intensified interest in this contemporary art form as a field of study. Many of these schools have worked together to form the College Book Arts Association (CBAA), a rapidly growing organization. Marnie Powers-Torrey, Managing Director of the University of Utah's Book Arts program, is a founding member and currently serves on the CBAA Board of Directors. Though no formal external review has taken place, The Book Arts program hosts regular visiting artists and lecturers from the major institutions who are active in the field, as well as attending and presenting at national conferences in related fields of study. The Program has received consistent critique and feedback through collegial discussion from professionals across the nation. Professionals in the field who would be appropriate reviewers have been identified and approached regarding a review in the near future.

**Projected Enrollment**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation of Req'd Ratio |
|------|-------------------|--------------|--------------------------|------------------------------|
| 1 | 2 | 3 | 2:3 | N/A |
| 2 | 3 | 3 | 3:3 | N/A |
| 3 | 4 | 3 | 4:3 | N/A |
| 4 | 5 | 3 | 5:3 | N/A |
| 5 | 5 | 3 | 5:3 | N/A |

**Expansion of Existing Program**
The Minor in Book Arts is an extension of the program as it currently functions, as described in the "Program Need" section. As current classes consistently fill to the allotted cap enrollment, it is anticipated that additional sections of existing courses will need to be added within the next two years. The Book Arts program is poised to add these sections and the Department of Art and Art History supports the addition of sections when enrollment necessitates.

SECTION III: Need

**Program Need**
The demand for book arts courses has continued to grow since their introduction at the J. Willard Marriott Library in 1999. Initially, Bookbinding I and Letterpress I were offered. In response to student requests, intermediate and advanced levels were added to each course of study. Over the past eleven years,

requests for an emphasis in book arts have increased substantially. These inquiries are initiated on a national as well as an internal, university level. The academic pursuit of book arts is only a couple of decades old, accounting for the relatively few institutions currently providing formalized programs of study. Today, book arts centers are emerging worldwide, and institutions that offer a formal designation report an intensified interest in this contemporary art form as a field of study member of the organization and currently serves on the CBAA Board of Directors.

As the history of the book is the history of human thought, the form and the vehicle of the book, as it developed over the centuries, has been of interest since ancient times. Considerations arising from a variety of fields expanded the notion of the book object and continued examinations of man's relationship to the book as a purveyor of meaning as well as beauty. In the 18th and 19th century, artisans, reacting to the decline apparent in the mechanical production of books, revived the handmade book, stressing the value of a book's design, materials, and aesthetics. The book as a modern art form blossomed in the 1960s when visual artists, performance artists, and writers adopted the universally familiar book form as an interactive format for "intermedia," allowing artists to exhibit and writers to publish outside of the realm of commercial galleries and publishers.

Today, the advent of the digital energizes conversations regarding the book among critics and scholars working in both the visual and literary arts. Book Arts finds itself at the epicenter of collapsing boundaries between reader/writer/viewer as well as word/image and visual/verbal. An undergraduate in the English department writes:

"I am an English major because I love the notion of the word. As the digital asserts its muscle on the acts of reading and writing, aspects of the book, formally invisible, are exposed as valuable. Appreciation of the importance of typography, paper, image, production, and distribution drew me to book arts. With the knowledge and craft gained through participation in several book arts courses, I now use innovative ways to incorporate my writing and aesthetic into books designed, created, and delivered through my own invention."

**Labor Market Demand**
The interdisciplinary aspect of book arts allows students to build bridges between their classes in various disciplines. This rare minor would augment a student's knowledge and experience in any field of study, providing the student's transcript with a highly specialized area of expertise. A Minor in Book Arts would assist education majors seeking employment with K-12 institutions due to the book's ability to teach across curricula. A Minor in Book Arts would provide English majors who intend to move onto publishing, academics, or graduate programs in visual or literary arts with an advantageous distinction. Furthermore, the designation of this minor on any student's transcript would facilitate acceptance into multi-disciplinary graduate programs, and equip the graduate with the creative, critical thinking, and problem solving skills that employers value in the current job market.

**Student Demand**
Even before book arts classes became a fine arts requirement, students from across campus registered for letterpress, bookbinding, and artists' books classes. Book arts classes consistently fill to cap enrollment levels, and often instructors feel obliged to add highly motivated students who seek to add classes. All program classes allow equal enrollment from art and non-art majors. This cross-pollination benefits the

classroom dynamic substantially, allowing students who are majors which include math, dance, history, architecture, biology, philosophy, theater, English and engineering to interact with and be informed by one another. The creation of an exemplary artist's book takes postmodern-Renaissance collaboration between thinkers, writers, and artisans, each bringing sensibilities and technologies from individual fields of study. The Book Arts Program champions a continuing engagement with the book and looks to foster the active, interconnected study and application of all the diverse elements this evolving form requires.

## Similar Programs
There are no similar programs offered elsewhere in the state or Intermountain Region. In fact, such programs are just beginning to gain momentum, placing Utah among the initial institutes of higher learning to offer designations in book arts.

## Collaboration with and Impact on Other USHE Institutions
In tandem with the Rare Books Division of Special Collections, and frequently as a separate unit, the Book Arts Program consistently hosts presentations and hands-on demonstrations to multiple USHE institutions within the state and Intermountain Region:
1. College of Eastern Utah
2. Montana State University
3. Salt Lake Community College
4. Snow College
5. Southern Utah University
6. Weber State University

Other regional institutions served by the Book Arts Program include:
1. Artec Residential Treatment Center
2. La Europa Academy
3. Realms of Inquiry High School
4. Salt Lake Academy of Art
5. Salt Lake Rotary Club
6. Soar Program
7. Edison Elementary
8. SLC School District
9. WAE Youth Academy
10. West High School
11. International Baccalaureate Students/Salt Lake City
12. Youth City/Salt Lake City

In addition, Book Arts Program staff has been called on to lecture and teach for multiple USHE institutions within the state and region.

Discussions with other USHE institutions regarding the ability to offer the proposed program have resulted in consistently strong support over the past ten years. Students from other USHE institutions are frequently sent to the University of Utah to take courses in book arts. Additionally, academic faculty from institutions within the state and Intermountain Region attend Book Arts Program classes and workshops in order to increase their book arts knowledge and skills. These include:

1. Arizona State University
2. Brigham Young University
3. Idaho State University
4. Scripps College/California
5. Snow College
6. Southern Utah University
7. Utah State University
8. Weber State University

## Benefits
The momentum for interest in the study of book arts is great; however, by comparison, the number of schools offering formal designations in book arts is few. The University of Utah was the first in the Intermountain Region to offer a formal designation in book arts with the introduction of the modular MFA in Creative Writing/Book Arts in 2010. The implementation of a Minor in Book Arts would further this initiative, allowing the University of Utah to be at the forefront of this field of study.

## Consistency with Institutional Mission
The Minor in Book Arts directly supports the mission of the University of Utah "through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer"; in their book arts classes, students pursuing the minor will engage with program faculty and staff—working artists with advanced degrees, ample publication and exhibition records, and active involvement in professional organizations—in conceptual development of their own artistic publications. The University also looks to "community engagement" as a means of dispersing knowledge. Book Arts Program classes thrive on the communities they foster. Through class critique and discussion, book arts minors will engage with their peers and instructors to explore concepts, problems, and solutions more deeply. The mission also states that the University of Utah aims "to advance rigorous interdisciplinary inquiry." Book arts is an inherently interdisciplinary field. Not only must a book artist hone skills of craft and production such as bookbinding and letterpress printing, she must also engage with her books' content on intellectual, conceptual, and artistic levels. Students seeking a Minor in Book Arts will explore the idea that a book is not simply a crafted container, but part of an integral whole that encompasses multiple, cohesive ideas. The creation of a Minor in Book Arts would further the University's mission of interdisciplinary inquiry by providing the space and curriculum to foster such projects.

### SECTION IV: Program and Student Assessment

## Program Assessment
As the recipient of multiple grants, the Book Arts Program utilizes a well-developed system, consistent with central campus practices, for tracking statistics related to students and participants in outreach programs, workshops and classes. Continuing to maintain accurate information in this database and adding categories as appropriate will allow faculty to assess the overall progress and success of the program including: how many people enroll in the minor, what their majors are, why they chose the minor, how they found out about it, and whether the availability of the Minor in Book Arts affected their decision to enroll at the University of Utah. While formal book arts programs are few, nationally popularity and interest in the academic field is growing. The proposed program will continue to make regular use of the University's

course evaluation system and conduct informal exit interviews with graduates of the minor program to monitor its success.

**Expected Standards of Performance**
Upon completion of the Book Arts Minor, students will be able to:
1.  Implement traditional and modern techniques of bookmaking, including methods of creating and incorporating content, and speak to the historical, present, and future applications of the book.
2.  Implement a working knowledge of metal type, presses, and equipment within the book arts studio, including preparing for printing, cleaning, and general upkeep.
3.  Print and bind books adeptly, with a discriminating eye for concerns of fine craftsmanship.
4.  Integrate text and image, discovering ways to unite the two successfully.
5.  Develop individual ideas into fully realized concepts.
6.  Apply elements of typography, design, and visual communication through discussion and critique, incorporating these principles into projects.
7.  Understand the history of printing and bookbinding, the tradition of fine press, and the phenomenon of contemporary artists' books.
8.  Combine knowledge and skills from book arts, major, and other classes to produce books that function as complete works of art.
9.  Assess, critique, and accomplish technical details related to bookmaking craftsmanship.

Competency in the above-stated goals will be measured through the extent and quality of student participation in classroom discussion and critique, and assessment of student work—both individual projects and complete bodies of work. Student work is evaluated based on concept, design, craftsmanship and presentation. Instructors evaluate whether concepts are successfully conveyed through material and design choices, and how the functionality of a book supports its concept. Students are also evaluated on issues of craft such as proper inking in printing or use of adhesives and sewing tension in binding. Students are also graded on their safe and proper use of studio equipment.

<div align="center">

SECTION V: Finance

</div>

**Budget**
Sandra Hughes, Director of Budget and Institutional Analysis Office, and Ann Marie Breznay, Director of Marriott Library Budget and Planning, have reviewed this proposal and jointly concluded that no reallocation of funds was necessary and that there would be no impact on existing budgets: "From a financial perspective, the proposed Book Arts Minor will not have material income or expense beyond what is currently in place. Therefore the financial analysis portion of this report is left blank intentionally."

## Appendix A: Program Curriculum

**All Program Courses**

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Core Courses | | |
| ART 3060 | Non-major Book Arts: Letterpress Printing I | 4 |
| ART 3065 | Non-major Book Arts: Bookbinding I | 4 |
| ART 4090 | Non-major Book Arts: The Artist Book | 4 |
| | Sub-Total | 12 |
| Elective Courses | | |
| ART 4060 | Non-major Book Arts: Letterpress Printing II | 4 |
| ART 4065 | Non-major Book Arts: Bookbinding II | 4 |
| ART 4070 | Non-major Book Arts: Letterpress III | 4 |
| ART 4075 | Non-major Book Arts: Bookbinding III | 4 |
| | Sub-Total | 4 |
| Track/Options (if applicable) | | |
| ART 1020 | Non-major Basic Drawing | 3 |
| ART 1050 | Non-major Darkroom Photography | 3 |
| ART 2060 | Non-major Digital Photography | 3 |
| ENGL 2500 | Introduction to Creative Writing | 3 |
| ENGL 2600 | Critical Introduction to Literary Forms | 3 |
| | Sub-Total | |
| | **Total Number of Credits** | 15-16 |

**New Courses to be Added in the Next Five Years**
Potential course to be proposed by Dr. Craig Dworkin:
- English 5050    Studies in a Genre: Book Arts and Book History   3 Credit Hours

**Course Description**
This version of English 5050 will examine the meaning and politics of format: the material substrates of literary inscription that are available to be incorporated as part of the content of a work, or to be considered as its form. In the age of Kindles and PDFs, after an age of 'zines and xerox, does the old-fashioned format of the book still matter, and does it have anything left to teach us about the formats that will challenge and supplant it?

Additional possible courses in book design and typography will be proposed as part of the design minor through the Department of Architecture to be taught by book arts instructor David Wolske.

# Appendix B: Program Schedule

Depending on a student's major and course of study, the sequence and pacing of courses for the Minor in Book Arts will differ. However, the following is a suggested course of study:

## Semesters 1 to 2 (one or two of the following):
- Book Arts Courses:
    - ART 4090, Non-major Book Arts: The Artist Book      4 credit hours
    - ART 3060, Non-major Book Arts: Letterpress Printing I      4 credit hours
    - ART 3065, Non-Major Book Arts: Bookbinding I      4 credit hours
- Elective Courses:
    - ART 1020, Non-major Basic Drawing      3 credit hours
    - ART 1050, Non-major Darkroom Photography      3 credit hours
    - ART 2060, Non-major Digital Photography      3 credit hours
    - ENGL 2500, Introduction to Creative Writing      3 credit hours
    - ENGL 2600, Critical Introduction to Literary Forms      3 credit hours
    - ENGL 5050, Studies in a Genre: Book Arts and Book History      3 credit hours

## Semesters 3 to 4 (one or two of the following)
- Book Arts Courses:
    - ART 4060, Non-major Book Arts: Letterpress Printing II      4 credit hours
    - ART 4065, Non-Major Book Arts: Bookbinding II      4 credit hours
- Elective Courses:
    - ART 1020, Non-major Basic Drawing      3 credit hours
    - ART 1050, Non-major Darkroom Photography      3 credit hours
    - ART 2060, Non-major Digital Photography      3 credit hours
    - ENGL 2500, Introduction to Creative Writing      3 credit hours
    - ENGL 2600, Critical Introduction to Literary Forms      3 credit hours
    - ENGL 5050, Studies in a Genre: Book Arts and Book History      3 credit hours

## Semesters 5 to 8 (one or two of the following)
- Book Arts Courses:
    - ART 4070, Non-major Book Arts: Letterpress Printing III      4 credit hours
    - ART 4075, Non-Major Book Arts: Bookbinding III      4 credit hours
- Elective Courses:
    - ART 1020, Non-major Basic Drawing      3 credit hours
    - ART 1050, Non-major Darkroom Photography      3 credit hours
    - ART 2060, Non-major Digital Photography      3 credit hours
    - ENGL 2500, Introduction to Creative Writing      3 credit hours
    - ENGL 2600, Critical Introduction to Literary Forms      3 credit hours
    - ENGL 5050, Studies in a Genre: Book Arts and Book History      3 credit hours

## Appendix C: Faculty

1. Architecture and Planning
   - Diana Garff Gardiner, Adjunct Professor
   - Elpitha Tsoutsounakis, Auxiliary Faculty
   - Jim Agutter, Research Assistant Professor
   - Keith Findling, Director of Fabrication Lab
2. Art and Art History
   - *Beth Krensky, Associate Professor / Art Teaching Area Head
   - Brian Snapp, Chair / Associate Professor
   - Carol Sogard, Associate Professor of Design
   - Chris McAfee, Associate Instructor
   - Dan Evans, Assistant Professor
   - David Wolske, Associate Instructor
   - Diana Garff Gardiner, Adjunct Professor
   - Edward Bateman, Assistant Professor
   - Elizabeth Peterson, Associate Professor
   - Emily Tipps, Associate Instructor
   - Justin Diggle, Associate Professor
   - Laurel Caryn, Assistant Professor / Lecturer
   - Marnie Powers-Torrey, Associate Instructor
   - Maureen O'Hara Ure, Assistant Professor, Lecturer
   - Sandy Brunvand, Associate Instructor
   - Stefanie Dykes, Associate Instructor
3. American West Center
   - Matt Basso, Director
4. English
   - Craig Dworkin, Professor
   - Janet Kaufman, Associate Professor
   - Mark Matheson, Professor
   - Maeera Shreiber, Associate Professor
   - Natalie Stillman-Webb, Assistant Professor
5. English / Creative Writing
   - Katharine Coles, Professor
   - Lance Olsen, Professor
   - Jacqueline Osherow, Distinguished Professor / Dpt. Chair
   - Paisley Rekdal, Associate Professor
6. Environmental Humanities
   - Terry Tempest Williams, Anny Clark Tanner Fellow
7. J. Willard Marriott Library
   - Greg Hatch, Head, Fine Arts
   - Carrie McDade, Fine Arts & Architecture Librarian
   - Joyce L. Ogburn, Dean

- Luise Poulton, Curator and Head of Rare Books
- Gregory C. Thompson, Associate Director for Special Collections

*Note: An asterisk (\*) indicates the faculty member has written a letter in support of the implementation of the Minor in Book Arts.*

November 9, 2011

MEMORANDUM

TO:           State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Utah State University – Minor in Chinese Teaching

## Issue

Utah State University (USU) requests approval to offer a new Chinese Teaching Minor, effective Spring 2012.

## Background

Chinese, once approached as an intellectual or cultural curiosity, is now viewed as an important world language alongside French, Spanish, German, and other traditionally taught languages. The number of students studying Chinese as a foreign language is increasing rapidly, and qualified Chinese language instructors are in high demand. The Department of Languages, Philosophy, and Speech Communication (LPSC) will prepare students for a Chinese teaching career by offering a Chinese teaching minor program. Students in this program will acquire knowledge in Chinese language and culture, as well as teaching approaches.

In Chinese language courses, Chinese language skills of speaking, listening, reading, and writing are developed communicatively through contextualized and theme-based units. In linguistics courses students will learn effective language teaching techniques. In the elective courses, students will learn different subjects in Chinese related to literature and film, culture, calligraphy, business, and how to apply their Chinese language knowledge in a Chinese-speaking environment.

USU already offers a Chinese minor. Now students from the Master of Second Language Teaching program in LPSC will be able to combine their background in Second Language Teaching with Teaching Chinese as a Second Language. Students who specialize in education and/or related fields are potentially interested in acquiring a minor in Chinese Teaching, which will greatly enhance their position in the job market given the lack of trained and certified teachers and the demand of students to learn Chinese.

## Policy Issues

Utah Valley University raised issues regarding need and time needed to demonstrate competence in the Chinese language. USU responded satisfactorily to each issue. No other issues were raised.

<div align="center">Commissioner's Recommendation</div>

The Commissioner recommends the Regents approve the request from Utah State University to offer a Minor in Chinese Teaching.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Minor in Chinese Teaching

Utah State University

Prepared for:
William A. Sederburg
by

Phyllis C. Safman

November 9, 2011

## SECTION 1: The Request

Utah State University (USU) requests approval to offer a new Chinese Teaching Minor, effective Spring 2012.

## SECTION 2: Chinese Teaching Minor Program Description

**Complete Program Description: Chinese Teaching Minor**
The number of students studying Chinese as a foreign language is increasing rapidly, and qualified Chinese language instructors are in high demand. The Department of Languages, Philosophy, and Speech Communication (LPSC) will prepare students for a Chinese teaching career by offering a Chinese teaching minor program. Students in this program will acquire knowledge in Chinese language and culture, and teaching approaches.

In Chinese language courses, Chinese language skills of speaking, listening, reading, and writing are developed communicatively through contextualized and theme-based units. In linguistics courses students will learn effective language teaching techniques. In the elective courses, students will learn different subjects in Chinese related to literature and film, culture, calligraphy, business, and how to apply their Chinese language knowledge in a Chinese-speaking environment.

The Chinese teaching minor requires that a student complete 21 credits from a select group of courses within the Department of Languages, Philosophy, and Speech Communication (Appendix A). All courses in this minor require a minimum grade of C- or better and may not be taken on a Pass/Fail basis, with the exception of LING 3300. In addition, at least half (50%) of the credits must be completed through USU and be approved by the department head. Students must have an overall GPA of 2.5 to declare this minor as well as a 2.5 GPA within the minor classes to graduate.

The requirements listed above only specify courses offered by the Department of Languages, Philosophy, and Speech Communication. As with all minors and majors with a teaching emphasis, to be licensed to teach in the Utah public secondary school system students must also complete additional required courses (approximately 31 credits) offered in the School of Teacher Education and Leadership at Utah State University.

**Purpose of Degree**
The Department of Languages, Philosophy, and Speech Communication proposes a new teaching minor in Chinese. This minor will prepare students with knowledge and skills necessary to teach Chinese as a foreign or second language. Students in this program will study Chinese language, culture, and language teaching techniques.

Qualified Chinese language teachers are in high demand as K-12 schools in Utah have in the past few years rapidly established new Chinese programs. It is necessary for higher education institutions, such as Utah State University, to produce well-trained Chinese language teachers to serve in the K-12 schools. As noted in the program description, students who wish to teach in public schools in Utah need to be licensed and will need to complete both the language specific minor (21 credits) and the 30+ credits in the secondary teacher education program offered in the School of Teacher Education and Leadership at USU.

## Institutional Readiness
This minor will develop students' knowledge of Chinese language and culture, and skills in teaching Chinese. This minor aligns clearly with the Department's philosophy of training students for fulfilling careers in their field by providing a strong Chinese teacher training program.

## Faculty
There are three faculty who teach in the Department of Languages, Philosophy, and Speech Communication who could potentially teach courses within this program. All three have PhDs.

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

## Library and Information Resources
Utah State University's Merrill-Cazier library already offers excellent resources to support the proposed program.

## Admission Requirements
1. Students must complete 21 credits from program courses. All courses require a minimum grade of C- or better and may not be taken on a Pass/Fail basis, with the exception of LING 3300. In addition, at least half (50%) of the credits in the minor must be completed through USU and all courses must be approved by the department head.
2. Students must have an overall GPA of 2.5 to declare this minor as well as a 2.5 GPA within the minor classes to graduate.
3. Students should note that only one credit of CHIN 3880, CHIN 4920, and JAPN 3050 may count toward the Chinese Minor.

## Student Advisement
All students will work with their academic advisors for assistance with course selection, program planning, and meeting graduation requirements.

## Justification for Graduation Standards and Number of Credits
The proposed minor aligns with the standards and number of credits of other language teaching minor programs at Utah State University.

## External Review and Accreditation
No consultants were involved in the development of this program. No special professional accreditation will be sought.

## Projected Enrollment
The Chinese minor program has a total of 37 students in 2010 whose majors are in different areas, including the humanities, business, and science. A few of the current Chinese minor students have expressed interest in receiving a Chinese Teaching Minor. In addition, it is estimated that the Chinese Teaching Minor will attract students in Education who plan to receive elementary or secondary school licensure. Student-to-faculty ratio represents undergraduate student FTE in the department plus the projected enrollment.

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|---|---|---|---|---|
| 1 | 9 | 3 | 19:1 | |
| 2 | 12 | 3 | 19:1 | |
| 3 | 18 | 3 | 19:1 | |
| 4 | 21 | 3 | 20:1 | |
| 5 | 21 | 3 | 20:1 | |

### Expansion of Existing Program

Although the Chinese Teaching Minor is a new program, USU has an existing Chinese minor. The enrollment numbers for the regular Chinese minor since 2006 (based on Spring enrollments) are listed below.

| Year | Student Headcount |
|---|---|
| 2006 | 20 |
| 2007 | 23 |
| 2008 | 45 |
| 2009 | 41 |
| 2010 | 41 |
| 2011 | 47 |

## SECTION III: Need

### Program Need

The Chinese Teaching Minor would be initiated to meet the department's goal of preparing teachers who can teach all students Chinese language and culture effectively, and who will be indispensable colleagues and future leaders in schools. The proposed program will acquaint students with current instructional methodologies in order to help them develop pedagogical tools and skills necessary for teaching Chinese language and culture, and prepare them professionally for their career through hands-on experience and practical training.

### Labor Market Demand

Whereas Chinese was once approached as an intellectual or cultural curiosity, it is now viewed as an important world language alongside French, Spanish, German, and other traditionally taught languages. There has been significant growth in Chinese language programs national-wide over the past five years. Such demand will very likely increase continuously. In Utah, for instance, there were 84 secondary schools (junior high school or high school) offering Mandarin Chinese in the 2009/2010 school year. This is by far the highest percentage of any state in the nation. In other words, over one-third of schools in Utah will be offering Mandarin Chinese classes. However, the most significant barrier to meeting students' demand to learn Chinese is the lack of trained and certified teachers. The Chinese Teaching Minor is much needed considering such great demand from the market. It can significantly enhance students' job prospects in the field of Chinese instruction, in addition to strengthening applications to graduate programs, and increasing chances to obtain a teaching assistantship at a university.

## Student Demand

Aside from the increasing number of students in the Chinese minor, students from the Master of Second Language Teaching program in LPSC have strong interest in enrolling in the Chinese Teaching Minor program, to combine their background in Second Language Teaching with Teaching Chinese as a Second Language. Students who specialize in education and/or related fields are potentially interested in acquiring a Minor in Chinese Teaching, which will greatly enhance their position in the job market.

## Similar Programs

No Chinese Teaching minors exist within the USHE system.

## Collaboration with and Impact on Other USHE Institutions

No other USHE institutions have this type of minor, so no specific collaboration has been planned. Given the enrollment numbers expected, there should be no substantive impact on other programs.

## Benefits

The establishment of the teaching minor in Chinese in LPSC may enhance the enrollment and growth of affiliated individual programs in the department. It may also increase the chance of interdisciplinary collaboration among these programs, which would contribute to the overall development of the department.

## Consistency with Institutional Mission

The Chinese Teaching Minor is consistent with the mission of Utah State University in that it contributes to the recruitment and placement of students, fosters new form of partnership between specialists in Chinese, Applied Linguistics, and education, infuses new energies into the existing programs and contributes to a diversified learning campus community.

## SECTION IV: Program and Student Assessment

### Program Assessment

The Minor in Chinese Teaching prepares students specifically for teaching at elementary and/or secondary levels. The program will acquaint students with current methodologies in teaching Chinese as a foreign language in order to help students develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training. The program will also introduce students to the literature and culture of China and Chinese speaking communities, together with other avenues of intellectual inquiry.

### Expected Standards of Performance

Students must complete 21 credits from the courses listed below. All courses require a minimum grade of C- or better and may not be taken on a Pass/Fail basis, with the exception of LING3300. At least half of the credits must be completed through USU and all credits must be approved by the department head. Students must have an overall GPA of 2.5 to declare this minor as well as a 2.5 GPA within the minor classes to graduate.

### Courses that must be completed:

| Course | Credits |
|---|---|
| CHIN 3100 Chinese Third Year I | 4 |
| CHIN 3020 Chinese Third Year II | 4 |
| CHIN 4100 Teaching Chinese as a Foreign Language | 3 |
| LING 3300 Clinical Experience I (F) | 1 |

LING 4300 Clinical Experience I (F)    1
LING 4400 Teaching Modern Languages (F)    3
LING 3300/4300 and 4400 are to be taken concurrently.

**Two of the following courses must be completed:**
CHIN 3100 (DHA) Readings in Contemp. Chinese Culture    3
CHIN 3500 Chinese Business Language    3
CHIN 3090 Introduction to Modern Chinese Literature & Film    3
CHIN 3050 Chinese Conversation    3
CHIN 3080 Chinese Outreach  Practicum    1

## SECTION V: Finance

**Funding Sources**
The program will be funded within the existing budget allocation. Funding for the faculty is mainly through existing 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 the Emma Eccles Jones College of Education and Human Services. Only one new course is anticipated and no reallocation of funds is needed.

**Impact on Existing Budgets**
The impact on the Department's existing budget will be minimal.

**Budget**

| Utah State University | | | | | |
|---|---|---|---|---|---|
| Chinese Teaching Minor | | | | | |
| Financial Analysis Form for All R401 Documents | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Students | | | | | |
| Projected FTE Enrollment | 9 | 12 | 18 | 21 | 21 |
| Cost per FTE[1] | 4,297 | 4,270 | 4,218 | 4,192 | 4,192 |
| Student/Faculty Ratio[2] | 19 | 19 | 19 | 20 | 20 |
| Projected Headcount | 9 | 12 | 18 | 21 | 21 |
| Projected Tuition | | | | | |
| Gross Tuition | 63,252 | 87,709 | 136,827 | 166,016 | 172,657 |
| Tuition to Program | | | | | |
| 5 Year Budget Projection | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |

| Expense | | | | | |
|---|---|---|---|---|---|
| Salaries and 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. 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 2009-2010 AY E&G LPSC FTE faculty. Source: 2010 Department of Profiles. | | | | |

## Appendix A: Program Curriculum

**All Program Courses**

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Use the following format:

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| CHIN 3010 | Chinese Third Year I | 4 |
| CHIN 3020 | Chinese Third Year II | 4 |
| CHIN 4100 | Teaching Chinese as a Foreign Language | 3 |
| LING 3300 | Clinical Experience I (F) | 1 |
| LING 4400 | Teaching Modern Languages | 3 |
| | Sub-Total | 15 |
| Elective Courses | | |
| CHIN 3100 (DHA) | Readings Contemporary Chinese Culture | 3 |
| CHIN 3510 | Chinese Business Language | 3 |
| CHIN 3090 | Introduction to Modern Chinese Literature and Film | 3 |
| CHIN 3050 | Chinese Conversation | 3 |
| CHIN 3080 | Chinese Outreach Practicum | 1-3 |
| CHIN 3880 | Individual Readings in Chinese | 1 |
| CHIN 4920 | Chinese Tutoring | 1 |
| JAPN 3050 | Japanese Calligraphy | 1 |
| | Sub-Total | 6 |
| | Total Number of Credits | 19 |

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

- CHIN 4100        Teaching Chinese as a Foreign Language     3

Course Description: A teaching methods course for the Chinese teaching minor. The course considers the context of the present language classroom and offers effective teaching techniques that can be used in that context. Prerequisite: CHIN 3010 or 3020.

## Appendix B: Program Schedule

Recommended program of study

| Course (First Year) | Semester | Credits |
|---|---|---|
| CHIN 1010 First Year I | Fall | 5 |
| CHIN 1020 First Year II | Spring | 5 |
| **Course (Second Year)** | **Semester** | **Credits** |
| CHIN 2010 Second Year I | Fall | 5 |
| CHIN 2020 Second Year II | Spring | 5 |
| **Course (Third Year)** | **Semester** | **Credits** |
| CHIN 3010 Third Year I | Fall | 4 |
| CHIN 3020 Third Year II | Spring | 4 |
| CINN 3100 Contemporary Chinese Culture OR CHIN 3510 Chinese Business Language | Spring | 3 |
| **Course (Fourth Year)** | **Semester** | **Credits** |
| CHIN 3050 Modern Chinese Literature and Film OR CHIN 3050 Chinese Conversation | Fall | 3 |
| LING 4400 Teaching Modern Languages | Fall | 3 |
| LING 3300/4300 Clinical Experience | Fall | 1 |
| CHIN 4100 Teaching Chinese as a Foreign Language | Spring | 3 |

## Appendix C: Faculty

- Guo, Li, Assistant Professor, Chinese.
- Spicer-Escalante, Maria-Luisa, Associate Professor, Spanish and Linguistics and Co-Director of the Master of Second Language Teaching Program.
- Sung, Ko-Yin, Assistant Professor, Chinese

UTAH SYSTEM OF
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November 9, 2011

## MEMORANDUM

TO:           State Board of Regents

FROM:         William A. Sederburg

SUBJECT:      Dixie State College – Bachelor of Science in Physical Science Composite Teaching

### Issue

Dixie State College of Utah (DSC) requests approval to offer a Bachelor of Science degree in Physical Science Composite Teaching, effective spring semester 2012. This program was approved by the institutional Board of Trustees on November 5, 2010.

### Background

The Physical Science Composite Teaching degree will be offered as an interdisciplinary approach to the study of secondary science education. It emphasizes the interrelationship of physics, chemistry, geology, astronomy, biology, and mathematics. The major is designed primarily for students who intend to become high school teachers of earth science, chemistry, and physics, and it is designed for maximum marketability for graduates by offering students the opportunity to earn a traditional Physical Science Composite Teaching degree accompanied by an Earth Science Endorsement. Students who opt for the enhanced curriculum will be qualified to teach at any grade level: seven through twelve in Utah.

The main goal of the program is to prepare well-qualified secondary physical science teachers, who can demonstrate knowledge in the content area, by passing the required PRAXIS exams and by meeting the requirements of DSC's nationally accredited teacher preparation program.

During the 2010 summer semester, faculty who are teaching physical science courses at Dixie State conducted surveys in their classes. Of approximately 500 students enrolled in chemistry, physics, geology, and geography courses who were surveyed, 34 indicated they would be likely to major or would seriously consider majoring in the Physical Science Composite Teaching program. Also, Washington County School District is likely to need 20 new secondary science teachers in the next decade.

### Policy Issues

The Dixie State College proposal was strengthened by the addition of qualified science professors. Thus, there were no policy issues raised.

Commissioner's Recommendation

<u>The Commissioner recommends the Regents approve the request by Dixie State College of Utah for a</u>
<u>Bachelor of Science in Physical Science Composite Teaching, effective Spring 2012.</u>

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William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to Offer a Bachelor of Science in Physical Science Composite Teaching

Dixie State College of Utah

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

November 9, 2011

## SECTION I: The Request

Dixie State College of Utah (DSC) requests approval to offer a Bachelor of Science degree in Physical Science Composite Teaching, effective Spring semester 2012. This program was approved by the institutional Board of Trustees on November 5, 2010.

## SECTION II: Program Description

**Complete Program Description**
The Physical Science Composite Teaching degree will be offered as an interdisciplinary approach to the study of secondary science education. It emphasizes the interrelationship of physics, chemistry, geology, and astronomy as well as the relationship of those areas of study to biology and mathematics. The major is designed primarily for students who intend to become high school teachers of chemistry, earth science and physics, and it is designed for maximum marketability for graduates by offering students the opportunity to earn a traditional Physical Science Composite Teaching license accompanied by an Earth Science Endorsement, both conferred by the Utah State Office of Education. Students who opt for the enhanced plan will be qualified to teach at any grade level, 7 through 12 (Appendix A, Program Curriculum).

All content courses in the program will be taught by qualified faculty members of the Departments of Physical Science, Mathematics, and Biology, and the Secondary Education courses will be taught by qualified faculty in DSC's Secondary Education Teacher Program (SET) which is nationally accredited by the Teacher Education Accreditation Council (TEAC). The main goal of the program is to prepare well-qualified secondary physical science teachers who can demonstrate knowledge in the content area by passing the required PRAXIS exams and by meeting the requirements of Dixie's teacher preparation program.

**Purpose of Degree**
DSC's mission includes offering "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" and "to meet the demands of business and industry" including those of the state's public education institutions (DSC Mission Statement, 2005). This degree proposal is one of a number of baccalaureate degrees in core or foundational academic areas that will prepare skilled secondary education teachers to meet the needs of Utah and the region in the coming decades. As recently as July, 2011, the U.S. Bureau of Labor Statistics website reports that "most job openings will result from the need to replace the large number of teachers who are expected to retire over the 2008–18 period. Currently, many school districts have difficulty hiring qualified teachers in some subject areas— most often mathematics, science (especially chemistry and physics), bilingual education, and foreign languages." They add: "the supply of teachers is expected to increase in response to reports of improved job prospects, better pay, more teacher involvement in school policy, and greater public interest in education."[1] While the nationwide employment outlook for secondary education calls for a 9% increase, the Utah Department of Workforce Services projects that, due to growth and replacement, Utah's need for high school teachers will result in a 26% increase from 2008 to 2018.[2]

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[1] http://www.bls.gov/oco/ocos318.htm#projections_data. 14 July 2011.
[2]http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=252031&id=1&nodeid=2&stfips=49&search=Go#SectionOp3

**Institutional Readiness**
With ten years of sustained development as a baccalaureate institution, DSC's infrastructure and institutional environment are now ready to respond to southern Utah's burgeoning demand for a more varied range of baccalaureate programs. During the past decade, the institution has devoted resources and attention to developing infrastructure, including enhanced student services, appropriate policies, and baccalaureate-level library resources and information services.

The College's Secondary Education Teaching Licensure program is fully approved by the Utah State Board of Regents and the Utah State Office of Education and is accredited by the Teacher Education Accreditation Council (TEAC). Recognizing the need for coordination between the physical science content area and secondary education certification, DSC anticipates several interlocking connections. One of the standing committees at DSC is the Professional Educator Coordinator Committee (PECC). This committee is directed through the Academic Vice President's office in consultation with the Department of Education. Members include the Education School's dean and chair, the SET director, and selected deans, faculty, and advisors from approved undergraduate majors for secondary licensure along with four-year degree programs that are interested in developing an education emphasis. The purpose of PECC is to plan, coordinate, and evaluate the content, quality and effectiveness of the DSC teacher preparation program. It provides an avenue for discussion and coordination between all parties who have a vested interest in teacher education. The committee reviews program elements, curriculum, field experiences, student concerns, and makes recommendations for improvements.

**Faculty**
Current full-time physical sciences faculty members at Dixie State bring excellent credentials with decades of combined teaching experience, and they are fully prepared and qualified to teach the proposed curriculum. The College has hired new Ph.D. faculty members in Chemistry and in Physics. The next priority for the program will be a Ph. D. in Physical Chemistry; thereafter, the College will begin to recruit faculty with identifiable academic backgrounds and teaching abilities in physics, chemistry, and geology. In addition to the existing qualified faculty in the Physical Science Department, the current teaching faculty members in education, mathematics, mathematics education, and life sciences education also bring experience and appropriate credentials to the degree program.

A number of current faculty in the School of Science and the School of Education have secondary education experience. The director of the Secondary Education Program, Dr. Tracey Wheeler, will teach the science methods courses; she holds a B.A. in Chemistry, a M.Ed. with an Emphasis in Science, Utah Professional Educator Licensure, Level 2, and an Education Technology Endorsement. She has eight years' experience teaching grades 7-12 in science and math in California and Utah. In addition, no fewer than five faculty members in the School of Science, including the current chair of the Physical Sciences Department, have held licensure or had experience as high school teachers although most are not currently certified. The newly hired faculty member in physics, Dr. Samuel Tobler, is the recipient of a prestigious NSF K-12 fellowship, for which he served an internship at a high school with the purpose of bringing a real scientist educator into the secondary school. The details of current faculty are in Appendix C.

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**Staff**
Implementation of this degree will require no additional clerical/secretarial staff. It will require the addition of a 0.50 lecturer/advisor on a 60% advisement/ 40% instruction contract to support lower division instruction and advisement for program majors. As the program grows, additional support staff may need to be added.

**Library and Information Resources**
Library resources are an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission broadens and its community college mission continues to flourish, the library is expanding its overall collections. The external evaluator, Dr. Adam Johnston, as well as the DSC Browning Library's Science Library Liaison recommended the acquisition of the journals *Science Education* and *Journal of Research in Science Teaching*, and those titles, along with others, will be added to the holdings.

**Admission Requirements**
Students admitted to the Physical Science Composite Teaching major must be in good standing with the College. While the prerequisite structure of the curriculum requires that students successfully complete foundational courses before they can enroll in advanced courses, students will be admitted as majors at any point after they have completed Math 1220 with a C grade or better and have at least a 2.5 overall GPA. Formal admission to the SET program is somewhat more rigorous: Students must complete all pre-education core classes with a 3.0 GPA or above, and have a minimum of a 2.75 GPA in the most recently completed 30 semester hours. SET also requires a formal group interview with faculty members.

**Student Advisement**
The Physical Science Department recognizes that advisement is crucial to student success, particularly for students who wish to complete the Physical Science Composite Teaching program in four years. The program faculty is in the process of developing an advisement protocol that will guide students from the time they declare the Physical Sciences Composite Teaching major through to graduation. Each student will be assigned a faculty mentor and will also be directed to an advisor in the Education Department. As with all baccalaureate degree programs at Dixie State College, a Physical Science lecturer/advisor will serve as primary advisor for program majors.

**Justification for Number of Credits**
The proposed Physical Science Composite Teaching degree falls within USHE guidelines, requiring 122-124 credits. A student who wishes to have the Earth Science Endorsement would complete the degree and endorsement by adding additional credits; although this exceeds the Regents' maximum, it is reasonably possible to accomplish in eight semesters, provided the student is well-advised and plans carefully.

**External Review and Accreditation**
Dr. Adam Johnston, Physical Science Coordinator at Weber State University, has reviewed the Dixie State proposal and offered valuable suggestions primarily centered on the science education resources at Dixie. As a result, DSC has taken steps to address deficiencies where they actually existed and more clearly and fully to describe its science education resources where Dr. Johnston's concerns were more a matter of the program's lack of full descriptive detail. This revised proposal includes extensive curricular revision as well as more detailed description of the College's efforts to incorporate national science education standards.

This revised proposal also includes changes based on input from DSC's sister institutions, Utah State University and Utah Valley University.

In addition to Dr. Johnston, Shannon Buchanan, Curriculum and Instruction Secondary Science Specialist at the Utah State Office of Education, also reviewed the proposed program curriculum and offered invaluable advice, which is addressed in this proposal. Dr. Johnston's and Ms. Buchanan's letters are available upon request.

Accreditation of the Physical Science Composite Teaching program will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor. Accreditation of the Secondary Education Teacher licensure program associated with the degree will be based on state, national, and institutional standards.

**Projected Enrollment**
Nationwide and local data (described in detail under "Need" and "Market Demand" below) suggest that this degree will be modestly popular among majors at the college. Projected enrollment growth for the program is detailed in the chart under *Market Demand* below. Results of an informal survey of current students in science courses are included in Section III, Need. Following are projected student FTEs and faculty FTEs for the proposed baccalaureate programs:

| Year | Student Headcount | # of Faculty | Mean FTE Student-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------------|---------------------------|
| 1 | 3 | 1.5 | 3:1 | None |
| 2 | 5 | 2.0 | 3:1 | None |
| 3 | 7 | 2.0 | 4:1 | None |
| 4 | 9 | 2.0 | 5:1 | None |
| 5 | 12 | 2.0 | 6:1 | None |

SECTION III: Need

**Program Need**
A Physical Science Composite Teaching degree is offered at several universities in the Utah System of Higher Education, as well as at many institutions in the United States; however, even though similar programs are offered, there are several indicators that another program in the state system would not be redundant or unnecessary:

First, in spite of the recent economic downturn, demand for secondary science teachers is high. Dr. David Sperry, Utah System of Higher Education scholar-in-residence, issued a follow-up in 2008 to his "2006-2007 Teacher Supply and Demand Study" in which he concludes that teacher shortages in Utah remain critical and he recommends, among other things, that "Utah's colleges and universities need to be given the resources to recruit more students into education as well as the resources to train them."[3] The Utah State Office of Education notes on its website that teacher shortages exist in specific disciplines; USOE states

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[3] "Utah's K-12 Teacher Shortage Update." Utah System of Higher Education Press Release, 13 Nov. 2007.

that "currently, the areas of critical shortage in Utah are secondary mathematics and science...."[4] National reports published during the summer of 2010 indicate that qualified high school teachers continue to be in high demand, especially in urban, rural, or less desirable areas. Additionally, high school teachers who specialize in math, science or foreign language may see better opportunity. The U.S. Bureau of Labor Statistics predicts good job prospects for all teachers through 2018.[5]

Secondly, southern Utah population continues to grow, even in a difficult economy; Washington County's population is projected to grow by 25% (to nearly 200,000).[6] Non-farm annual job growth in Washington County is 10.2%, second-highest in the state behind only Tooele County at 11.5%. This is well above the statewide average of 4.0% and the national average of just under 3%. Dixie State College is the sole state institution of higher education in the county and will be increasingly counted upon to provide the trained and educated workers that this growth will require.

Finally, Utah and the United States need a workforce trained to meet the challenges of a changing world. Workforce projections made as recently as 2009 by the U.S. Department of Labor predict that by 2014, fifteen of the twenty fastest-growing occupations require significant science or mathematics training to successfully compete for a job. Without a solid foundation in science, technology, engineering, and mathematics, students will not be qualified for many jobs in the workplace, including many jobs beyond traditional engineering or science-related jobs.[7] The United States will need 400,000 new graduates in science, technology, engineering and mathematics by 2015, according to the U.S. Bureau of Labor Statistics, and professional information technology (IT) jobs will increase 24% in the next decade.[8]

**Labor Market Demand**
The Bureau of Labor Statistics "Occupational Outlook Handbook" 2010-2011 Edition, projects that nationwide, the demand for middle school teachers, except special and vocational education teachers, will increase by 15% during the 2008-2018 period, and the demand for secondary school teachers, except special and vocational education teachers, will increase by 9% for the same period. These projections amount to an increase of over 197,000 new teaching jobs by 2018.[9] The State of Utah's data are slightly older, but they project an increase in the number of new secondary education teaching jobs, except special and vocational education, to increase by 2.6% over the next decade, an increase of some 340 jobs total. In Washington County, the projected increase is 4.4% and the Washington County School District will need 20 new secondary science teachers in the decade.[10] As Dr. Max Rose, Washington County School District superintendent, says in his letter, the district projects a growth rate of 3% in the coming years and anticipates it will employ upwards of one hundred science teachers for its 27,000 students in forty-three letter.

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[4] Utah State Office of Education, (http://schools.utah.gov/cert/APT/ARL/faq.htm)

[5] U.S. Bureau of Labor Statistics, www.bls.gov.

[6] Utah Department of Workforce Services, Occupational Projections 2010–2020.

[7] *Fewer students seek tech-related degrees*, (2010, June 24), E-School News. http://www.eschoolnews.com/news/top-news/?i=54247; hbguid=900b8324-daf2-46d3-b631-ca35461b9736 .

[8] *U.S. behind in doubling science grads*, E-School News, (2010, July 18), http://www.eschoolnews.com/news/top-news/?i=54607.

[9] U.S. Bureau of Labor Statistics, http://www.bls.gov

[10] Utah Department of Workforce Services. http://jobs.utah.gov

Even though the economic downturn and subsequent recession may have tempered the demand, more recent data tell of a sustained need nationwide for qualified secondary science and math teachers. In its 2009 report, "The Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy," the Carnegie Institute for Advanced Study said:

> *To achieve dramatic improvements in math and science education for all students, we will need to increase the supply of teachers with strong working knowledge of mathematics and science and the pedagogical techniques necessary to teach math and science effectively. Our secondary schools will continue to need math and science teachers with deep, specialized knowledge of those disciplines, and increasing their numbers must continue to be an important priority. For the future, however, we must also aim to build a teaching profession in which all teachers, in every discipline and from the elementary grades on up, are "STEM-capable," or sufficiently conversant with math and science content and relevance to infuse their classrooms with rigorous, motivating math and science learning. To prepare American students to participate fully in tomorrow's economy and society, our K-14 educational system needs a STEM-capable human capital infrastructure.[11]*

**Student Demand**
During the 2010 summer semester, faculty teaching physical science courses at Dixie State conducted surveys in their classes. Of approximately 500 students enrolled in chemistry, physics, geology, and geography courses who were surveyed, 34 indicated that they would be likely to major or would seriously consider majoring in the Physical Science Composite Teaching program.

**Similar Programs**
Physical Science Composite Teaching degrees are offered by Weber State University, Southern Utah University, and Utah State University.

**Collaboration with and Impact on Other USHE Institutions**
In addition to consultation with Dr. Adam Johnston of Weber State, collaboration with other USHE institutions has included discussions with faculty colleagues at major's meetings and informal telephone conversations with colleagues at Southern Utah University and Weber State University. The Dixie State Physical Science Composite Teaching program architects have reviewed similar programs, and have modeled this program to some extent on those at WSU, SUU, and USU. Dixie State expects that impact on sister institutions will be minimal, if it exists at all, primarily because 70% of Dixie's students are Washington County residents, and these are students who traditionally don't go elsewhere for undergraduate education, regardless of availability of degree options.

The Physical Science Composite Teaching proposal was initially submitted to the Commissioner's Office in October 2010 where it underwent extensive review and comment by all other USHE institutions. Dixie State College takes seriously the concerns and recommendations from that review; a number of changes have been made to the curriculum as a result, and Dixie State has delayed resubmission of the proposal until a Ph.D. in physics could be hired.

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[11] Carnegie Corporation of New York Institute for Advanced Study, 2009, http://www.opportunityequation.org/

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**Benefits to DSC and to the USHE**
The Physical Science Composite Teaching degree will improve access to educational opportunity for the population of Washington County, which comprises 70% of Dixie State College's enrollment. The proposed degree will provide skilled and well-prepared secondary teachers for local, regional, and state school districts; finally, it will allow Dixie State to further develop its institutional mission as it relates to baccalaureate offerings and commitment to economic and workforce development. Finally, according to the Utah Consortium for Science and Mathematics Education, the National Science Foundation reports that "eighty percent of jobs in the next decade will require some form of math and science."[12] If this is remotely accurate, producing fine secondary science teachers has far-reaching benefits to Utah and to the United States generally.

**Consistency with Institutional Mission**
As explained above, one of DSC's missions is to offer baccalaureate degrees in "high demand areas and in core or foundational areas." Physical Science Composite Teaching certainly meets these criteria. Further, Dixie State's mission includes an ongoing commitment to workforce development. Present educational opportunities in Washington County are clearly inadequate to prepare an educated workforce that will support the economic future of the region and provide individuals with opportunities for personal development and engaged citizenship. Citizens in southwest Utah need immediate opportunities to earn bachelor's degrees, immediate in both place and time. The Physical Science Composite Teaching degree proposal is an important response to the urgent local need for accessible and comprehensive higher education opportunities. Access to a full selection of foundational degree programs is the first step in a strategy that will require an aggressive public relations program aimed at persuading an education-deficient population to attend college.

<center>SECTION IV: Student and Program Assessment</center>

**Student Assessment**
Faculty and advisors will monitor students' progress and satisfaction through such traditional indicators as GPA, enrollment numbers, retention, senior surveys at graduation, and required periodic one-on-one meetings with students. Summative measures will include rates of passing scores on the appropriate PRAXIS exams, Graduate Record Exams, and similar measurements. Other quantitative and qualitative indicators will be tracked and analyzed to assess the execution of program goals, number and quality of undergraduate research or teaching projects undertaken by majors, and student teaching evaluations.

Student and faculty input and indicators, such as GPA, enrollment numbers, program retention, post-graduation placement, and graduation exit surveys, will be compiled and analyzed. A group chosen from faculty in the allied departments, school district supervisors, and program graduates will be asked to form an advisory committee to evaluate the program's suitability and rigor. These external evaluators will be encouraged to offer criticism and possible directions for program improvements.

**Program Assessment**
The Physical Science Composite Teaching program has been designed using the "Professional Development Standards for Teachers of Science" as recommended by the National Science Teachers

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[12] Utah Consortium for Science and Mathematics Education, 2010, www.scimathed.utah.edu/.

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Association.[13] In addition to the Regent-mandated Three-Year Reports for new degrees and the cyclical Program Reviews, student learning outcomes are measured by the physical science faculty in a number of ways. There will be three primary components of assessment at the program level: Student satisfaction will be measured by a questionnaire given to all graduating seniors, and by the National Survey of Student Engagement (NSSE) results. Follow-up surveys of graduates will be conducted at the one-year and five-year anniversaries of graduation. Employer satisfaction will be measured in surveys to be developed. Assessment of students' preparation for secondary teaching positions will be discussed below.

Expected Standards of Performance: Regarding content-specific goals, the Physical Science Department faculty's departmental mission statement commits the program to:
1. Provide students with knowledge and skills necessary to understand, assess, and utilize elements of the physical sciences they will encounter in the 21st century.
2. Teach students, in a clear and understandable manner, the scientific process and fundamental scientific concepts upon which further, life-long scientific understanding can be built.
3. Provide courses that will enable students with the skills and opportunities necessary to make independent, empirical inquiries about the natural world, apply scientific method and principles, develop critical decision-making abilities, and understand the roles physical sciences play in technological advancement.
4. Offer courses that allow students to make informed personal and social decisions about ever increasing amounts of relevant scientific information and its relevance to society.

The Physical Science Department also incorporates the SET program standards for students enrolled in its Physical Science Composite Teaching program. With a goal of preparing secondary teachers in the physical sciences with the necessary knowledge, skills, and disposition, the SET program uses the ten INTASC standards and the Utah Professional Developmental Standards recognized by the State and by TEAC. These standards will be integrated into all education courses and content methods courses. Evaluation forms have been created to assess practicum and student teaching experiences during field observations. In addition to these field experiences, students' content and pedagogical knowledge will be assessed in the following ways: PRAXIS II subject content tests; course assignments and exams; and a final portfolio, based on the INTASC and Utah Professional Developmental Standards. All standards are available upon request.

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[13] http://www.nsta.org/

| Budget: Financial Analysis Form | | | | | |
|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **Students** | | | | | |
| Projected FTE Enrollment | 1 | 2 | 3 | 5 | 6 |
| Cost Per FTE | 36,720 | 18,360 | 15,300 | 9,670 | 8,375 |
| Student/Faculty Ratio | 3:1 | 5:1 | 5:1 | 6:1 | 8:1 |
| Projected Headcount | 3 | 5 | 7 | 9 | 12 |
| **Projected Tuition** | | | | | |
| Gross Tuition | 3,500 | 7,000 | 11,000 | 18,000 | 22,000 |
| Tuition to Program | 3,500 | 5,000 | 7,500 | 9,000 | 11,000 |
| **5 Year Budget Projection** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **Expense** | | | | | |
| Salaries & Wages | 30,000 | 30,000 | 37,500 | 39,500 | 41,000 |
| Benefits | 6,720 | 6,720 | 8,400 | 8,850 | 9,200 |
| Total Personnel | 36,720 | 36,720 | 45,900 | 48,350 | 50,200 |
| Current Expense | | | | | |
| Travel | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Capital | | | | | |
| Library Expense | | | | | |
| Total Expense | $37,720 | $37,720 | $46,900 | $49,350 | $51,200 |
| **Revenue** | | | | | |
| Legislative Appropriation | 34,220 | 32,720 | 39,400 | 40,350 | 51,200 |
| Grants | | | | | |
| Reallocation | | | | | |
| Tuition to Program | 3,500 | 5,000 | 7,500 | 9,000 | 11,000 |
| Total Revenue | $37,720 | $37,720 | $46,900 | $49,350 | $51,200 |
| **Difference** | | | | | |
| Revenue-Expense | 0 | 0 | 0 | 0 | 0 |
| **Comments** | | | | | |

**Funding Sources**
The funding for the proposed degrees will come from institutional funds from state allocations and new tuition revenue, depending on future budgetary conditions.

**Reallocation**
No current reallocation of program funds is planned. Current faculty will have responsibility for course offerings with adjuncts used as replacements as necessary for general education courses.

**Impact on Existing Budgets**
No other programs will be affected by this program.

# Appendix A: Program Curriculum

Bachelor of Science Core Courses (includes 40 upper division credits)

| Catalog Number | Title | Credits |
|---|---|---|
| *Physics Courses, 17 credits* | | |
| PHYS 1040/1045* | Astronomy w/Lab | 4 |
| PHYS 2210/ 2215* | Physics for Scientists & Engineers I w/Lab | 5 |
| PHYS 2220/2225* | Physics for Scientists &Engineers II w/Lab | 5 |
| PHYS 3710 | Modern Physics | 3 |
| *Geology Courses, 11 credits* | | |
| GEO 1110/1115* | Physical Geology w/Lab | 4 |
| GEO 1210/1225 | Historical Geology w/Lab | 4 |
| GEO 3060 | Environmental Geology | 3 |
| *Chemistry Courses, 13-15 credits* | | |
| CHEM 1210/1215* | Principles of Chemistry I w/Lab | 5 |
| CHEM 1220/1225* | Principles of Chemistry II w/lab | 5 |
| CHEM 3000 or CHEM 2310/2315* | Quantitative Analysis (3 cr) or Organic Chemistry I w/lab (5 cr) | 3 or 5 |
| *Science Support Courses, 22* | | |
| SCI 2600 | Laboratory Safety | 1 |
| SCI 4800 | Independent Research | 1 |
| SCI 3570 | Foundations of Science and Science Education | 3 |
| SCI 4700 | Secondary Science Teaching Methods | 3 |
| MATH 1210 & MATH 1220* | Calculus I & II | 9 |
| BIOL 1610/1615* | Principles of Biology I w/lab | 5 |
| | **Total Core Courses** | 63-65 |

*Note that as many as 5 physical science, 5 life science, and 5 mathematics credits may be applied to General Education requirements.

| Upper-Division Elective Courses | | |
|---|---|---|
| GEOG 3020 | Weather and Climate | 3 |
| PHYS 3400 | Classical Mechanics | 3 |
| CHEM 3510 | Biochemistry I | 3 |

| Earth Science Endorsement | | |
|---|---|---|
| BIOL 2220* | General Ecology w/Lab | 4 |

*Students who take the BIOL 2220 elective will meet the requirements for an Earth Science Endorsement

| Education Courses | | |
|---|---|---|
| Course Prefix and Number | Title | Credits |
| EDUC 1010 | Introduction to Education | 3 |
| EDUC 2400 | Foundations of Multicultural Education | 3 |
| EDUC 2010 | Introduction to Exceptional Learners | 3 |
| EDUC 2500 | Technology for Secondary Teachers | 3 |

| EDUC 3110 | Educational Psychology | 3 |
|---|---|---|
| SCED 3720 | Read/Write in Content Areas | 3 |
| SCED 4100 | Curriculum, Instruction, Assessment | 3 |
| SCED 4600 | Classroom Management | 3 |
| SCED 4900 | Secondary Student Teaching | 10 |
| SCED 4989 | Student Teaching Seminar | 2 |
| | Total Number of Credits | 36 |

| Summary of Credit Requirements | |
|---|---|
| Core Requirements | 63-65 |
| General Education (excluding credits already counted in degree requirements above) | 23 |
| SET Requirements | 36 |
| **Total Requirements** *(Upper division credits: 40)* | 122-124 |

New courses to be added:

| Course Number | Course Title | Credits |
|---|---|---|
| CHEM 3000 | Quantitative Analysis | 3.00 |
| PHYS 3710 | Modern Physics | 3.00 |
| PHYS 3400 | Classical Mechanics | 3.00 |
| SCI 3750 | Foundations of Science and Science Education | 3.00 |
| SCI 4700 | Secondary School Science Teaching Methods | 3.00 |
| SCI 4800 | Independent Research | 1.00 |
| GEO 1220/1225 | Historical Geology w/Lab | 4.00 |
| GEO 3060 | Environmental Geology | 3.00 |

| All Program Course Descriptions | | |
|---|---|---|
| CHEM 1010 | Intro to Chemistry 3 credits | For students who seek to fill the general education requirements in science and who will complete no other chemistry class. This class is for non-science majors. It will NOT satisfy requirements for science majors, health science programs or nursing. Emphasizes basic chemical concepts within daily life. Uses a wide variety of teaching methods that may include: lectures, multi-media presentations, guest speakers, reading assignments, worksheets, dialogue, individual and small group exercises, examinations and laboratory experiences. Successful completion should give students a general knowledge of basic chemistry. Three lecture hours per week. |
| CHEM 1110 | Elem Gen/Organic Chemistry 4 credits | A beginning course in general and organic chemistry for students in family and consumer sciences, health sciences and most agricultural majors. This course covers the fundamental laws and reactions of general inorganic and organic chemistry, including the basic organic functional groups. Successful completion of this course should prepare students for and satisfy prerequisite for CHEM 1120. *Prerequisite: MATH 1010 or equivalent. Concurrent enrollment in lab section required: if students don't take the lab course, the lecture course grade will not be recorded on the transcript. Four lecture hours per week.* |
| CHEM 1115 | Elem Gen/organic Chemistry Lab 1 credit | A laboratory course to be taken concurrently with CHEM 1110. Lab fee required. Three lab hours per week. |
| CHEM 1120 | Elem Organic/Bio Chemistry 4 credits | An introductory course in biochemistry for students in family and consumer sciences, health sciences and most agricultural majors. This course covers the fundamental laws of carbohydrates, lipids, proteins, biochemical energy, enzymes, and molecular biology. As part of this course the organic functional groups related to these biochemicals will be studied. Successful completion of this course should prepare students for study in chemistry and life science courses. *Prerequisite: CHEM 1110. Concurrent enrollment in lab section required; if students don't take the lab course, the lecture course grade will not be recorded on the transcript. Four lecture hours per week.* |
| CHEM 1125 | Elem Organic/Bio Chemistry Lab 1 credit | A laboratory course to be taken concurrently with CHEM 1120. *Prerequisite: CHEM 1110 with lab (CHEM 1115). Lab fee required. Three lab hours per week.* |
| CHEM 1210 | Principles of Chemistry I 4 credits | Fulfills General Education Physical Science requirement for students majoring in Life or Physical Sciences, Engineering, and pre professional programs (pre medical, pre dental, etc.). Provides theoretical and practical framework for further study in the sciences; emphasizes measurement, stoichiometry, the nature of the atom, chemical periodicity, the states of matter, thermodynamics and bonding. Successful completion satisfies pre requisite for CHEM 1220. Completion of a prior Chemistry course is strongly recommended before enrolling in this course. *Prerequisite: MATH 1050 (C grade or higher), or equivalent placement score taken within two years prior to enrollment in this course. Corequisite: CHEM 1215.* |

| CHEM 1215 | Principles of Chemistry I Lab 1 credit | A laboratory course to be taken concurrently with CHEM 1210. Prerequisite: Completion or concurrent enrollment of MATH 1050.   Lab fee required. Three lab hours per week. |
|---|---|---|
| CHEM 1220 | Principles of Chemistry II 4 credits | Continuation of CHEM 1210. Emphasizes kinetics, equilibrium, descriptive chemistry, nuclear chemistry, and special topics. Successful completion prepares students for and satisfies prerequisite for CHEM 2310 and further study in life and physical sciences. *Prerequisite: CHEM 1210. Co requisite: CHEM 1225. FA, SP* |
| CHEM 1225 | Principles of Chemistry II Lab 1 credit | A laboratory course to be taken concurrently with CHEM 1220. *Prerequisites:  CHEM 1120 and CHEM 1125. Lab fee required.  Three lab hours per week.* |
| CHEM 2310 | Organic Chemistry I 4 credits | An introduction to functional groups and related reactions for Chemistry, Biology, Chemical Engineers, pre-Medical, pre-Dental, pre-Veterinarian, pre-Chiropractic, pre-Optometry, pre-Medical Technician, and pre-Pharmacy majors.  Includes an introduction to spectroscopy.  Successful completion of this course should prepare students for and satisfy prerequisite for CHEM 2320. *Prerequisite: CHEM 1220 with a grade of C- or better or instructor permission. Concurrent enrollment in lab section required; if students don't take the lab course, the lecture course grade will not be recorded on the transcript.  Chem. 1220 and lab (Chem. 1225) required as prerequisites.  Four lecture hours per week.* |
| CHEM 2315 | Organic Chemistry I Lab 1 credit | A laboratory course to be taken concurrently with CHEM 2310. *Prerequisites:  CHEM 1220 and 1225. Lab fee required.  Three lab hours per week* |
| CHEM 2320 | Organic Chemistry II 4 credits | Further study of functional groups and related reactions introduced in CHEM 2310.  Includes organic reactions necessary for synthesis of larger molecules. Also includes an introduction to the molecules of life.  Successful completion of this course should prepare students for further study in biochemistry and physical chemistry. *Prerequisite: CHEM 2310. Concurrent enrollment in lab section required; if students don't take the lab course, the lecture course grade will not be recorded on the transcript.  Four lecture hours per week.* |
| CHEM 2325 | Organic Chemistry II Lab 1 credit | A laboratory course to be taken concurrently with CHEM 2320. *Prerequisites:  CHEM 1220 and 1225.  Lab fee required.  Three lab hours per week.* |
| CHEM 2990 | Seminar in Chemistry 0.50-3 credits | For students wishing instruction that is not available through other regularly scheduled courses in this discipline.  Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself.  This seminar course provides a variable-credit context for these purposes.  As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab, or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone).  This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods.  Note that this course is an elective and does not fulfill |

| | | general education or program requirements.<br>*Prerequisite: Instructor permission.* |
|---|---|---|
| CHEM 3510 | Biochemistry I<br>3 credits | Covers cellular metabolism of biologically-important molecules (carbohydrate, lipids, proteins, and nucleic acids). Also, regulation of these metabolic processes will be covered. Principles will be taught using structure/function relationships.<br>*Prerequisites: BIOL 1610/1615 and CHEM 2320/2325. Three lecture hours per week.* |
| GEO 1110 | Physical Geology<br>3 credits | For students majoring in the sciences and engineering, for which geology is required (civil engineering, geology, range management, forestry, etc). Covers the study of the physical features of the earth and the processes that shape those features. Course taught using a combination of lectures, multi-media presentations, assignments, laboratory experiences, and field |

| Secondary Education Teacher (SET) Courses | |
|---|---|
| Education Pre-requisite Courses | |
| EDUC 1001<br>Freshman Seminar in Education<br>(1) | This course is required for all entering freshmen, and is recommended for transfer students with 0-24 credits. The course is designed to help students adapt to college life and become integrated into Dixie State College. Students will refine academic skills, create and foster social networks, learn about college resources, and explore different fields of study, degree options, and career opportunities. Sections offered by academic departments will include information pertinent to that discipline, while open major sections will include information about choosing a major or area of student. Two lab hours per week. |
| EDUC 1010<br>Foundations/Intro to Education<br>(3) | Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning, inquiry methods, direct instruction and mastery learning. Students are required to do two full observation days in local K-12 school settings. Three lecture hours per week. |
| EDUC 2010<br>Intro to Exceptional Learners (3) | Required pre requisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of exceptional students and examines the teacher's role in integrating these students into the K 12 classroom. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. In addition, students will learn the basic laws and policies of Special Education and the key characteristics of inclusion and co teaching. Three lecture hours per week. |
| EDUC 2400 | Required prerequisite course for both the Elementary Education degree |

| Foundations/Multicultural/ESL Education (3) | and the Secondary Education Teaching (SET) program. Teacher candidates will examine a variety of theoretical frameworks associated with multicultural education and current issues affecting diverse students in the educational setting. The course content and assessments will provide teacher candidates with opportunities to discuss and reflect on issues of race, gender, individual differences, and ethnic as well as Cultural perspectives. Additionally, a foundation of language acquisition theory and sheltered English techniques will also be introduced to address the needs of English Language Learners. This course also partially fulfills the requirement for ESL Endorsement. Three lecture hours per week |
|---|---|
| EDUC 2500 Technology/Education/Electronic Portfolio (K-12) (3) | Required pre requisite for both the Elementary Education and the Secondary Education Teaching (SET) programs. Teacher candidates will learn basic computer programs and technology tools that will be used to create productive learning environments in the educational setting. For example, computer programs will address grading software, creating databases, spreadsheets, word processors, e mail, bulletin boards, internet access, educational websites, and Smartboards. In addition to these technology tools, students will develop an electronic portfolio based on INTASC (New Teachers Assessment and Support Consortium) and NET (National Educational Technology Standards for Teachers). This e portfolio will enable pre service teachers to document professional growth in a wide range of knowledge, skills, and dispositions through tangible artifacts and reflections throughout their educational career. Three lecture hours per week. |
| EDUC 3110 Educational Psychology (3) | Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) licensure program. Provides teacher candidates with an overview of the relationship of psychology to teaching and learning. Students will learn about the nature of learning, human brain growth, the impact of brain research, child and adolescent development and how the brain processes information. An emphasis is places on how teacher candidates can apply the theories and practices of educational psychology into day to day teaching practices. Three lecture hours per week. |

| Secondary Education Courses | | |
|---|---|---|
| SCED 3720 | Read/Write in Content Areas 3 credits | Required for all Secondary Education Teaching (SET) students. Prepares secondary education teacher candidates to facilitate reading, writing and study skills in the content areas at the middle and secondary school level. Recommended to be taken concurrently with SCED 4100, SCED 4600, and SCED 4700 (or major equivalent). Practicum required. *Prerequisite: Admission into the Dixie State College Secondary Education Teacher (SET) program. Two lecture and two practicum hours per week.* |
| SCED 4100 | Curriculum Instruction/ Assessment | Required for all Secondary Education Teaching (SET) students. Examines research based curricular, instructional, and assessment issues, and national, state, and district standards. Prepares secondary |

| | 3 credits | education teacher candidates to unwrap state content standards and write objectives/enduring understandings, design formative and summative assessments, and align instruction with objectives and assessments. The primary models for this course will include Understanding by Design (UbD) and Professional Learning Communities (PLC). Practicum required. *Prerequisite: Admission into the Dixie State College Secondary Education Teaching (SET) program. Two lecture hours and two practicum hours per week.* |
|---|---|---|
| SCED 4600 | Classroom Management, 3 credits | Required for all Secondary Education (SET) students. Designed for the management and leadership of the middle and high school classrooms. Areas include: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Students will design a comprehensive Classroom Management Plan (CMP). Practicum required. *Prerequisite: Admission to the Secondary Education Teaching (SET) program. Two lecture and two practicum hours per week.* |
| SCED 4700 | Content Methods 3 credits | Required for all Secondary Education Teaching (SET) students. Education and academic content faculty will work together to ensure content knowledge and effective pedagogy are appropriate for secondary (7-12th) learning environments. Lecture, seminar discussion, and practicum experiences in local secondary schools are the modes of instruction for this course. Teacher candidates will develop lesson plans based on national and state standards that include subject matter, instructional methods, assessments, and analysis of student learning from their practicum experience. Can be substituted with an equivalent methods course in a specific content area. Practicum included. *Prerequisite: Admission to the Secondary Education Teaching (SET) program. Two lecture and two practicum hours per week.* |
| SCED 4900 | Secondary Student Teaching, 10 credits | For all Secondary Education Teaching (SET) students. Thirteen (13) weeks of fulltime student teaching in a secondary school classroom (grades 7-12). Cooperating (mentor) teachers support teacher candidates as they are given responsibility of all aspects of teaching and learning in the classroom. DSC faculty members supervise and evaluate the teacher candidates using the department of education assessment tool. At the successful conclusion of the course, the teacher candidate will have completed the required content coursework and the student teaching requirement, and they will be eligible for the Utah Secondary Teaching License. Must be taken concurrently with SCED 4989. *Prerequisite: Admission to the Secondary Education Teaching (SET) program. 40 hours per week.* |
| SCED 4989 | Student Teaching Seminar, 2 credits | Required for all Secondary Education Teaching (SET) students. Teacher candidates debrief and collaborate about special topics such as classroom management, lesson design, assessment, and instructional strategies. The purpose of this seminar is to solidify the pre-service experiences, present the professional portfolio and teacher work sample in its entirety and to dialogue with educational professionals to plan professional development subsequent to graduation. Must be taken concurrently with SCED 4900. |

| | | *Prerequisite: Admission to the Secondary Education Teaching (SET) program. Two lecture hours per week.* |
|---|---|---|

| New Courses To Be Added | | |
|---|---|---|
| GEO 1210 | Historical Geology (3) | A general survey of Earth, its history, systems and their processes, materials, and origins. The interrelated nature of these systems is an integral part of the curriculum. *Prerequisites: GEO 1110 and 1115. Co-requisite: GEO 1225.* |
| GEO 1215 | Historical Geology Lab (1) | The lab to accompany GEO 1220, which is general survey of Earth, its history, systems and their processes, materials, and origins. The interrelated nature of these systems is an integral part of the curriculum. *Co-requisite: GEO 1220. (Spring)* |
| GEO 3060 | Environmental Geology (3) | Emphasizes how human actions modify the physical environment and how physical systems affect human systems and the changes occurring in the meaning, use, and importance of resources at a global and regional scale. *Prerequisite: GEO 1110. (Spring).* |
| CHEM 3000 | Quantitative Analysis (3) | Covers the basic principles of quantitative analysis: stoichiometry, equilibrium theory, volumetric and gravimetric analysis. *Prerequisite: A minimum grade of C (2.0 or above) in CHEM 1220. Three lecture hours per week* |
| SCI 4800 | Independent Research (1) | Individual areas of study will be assigned to students based on preparation and interest. Students will be expected to write a paper using supporting scientific sources related to the problem studied. *Prerequisite: Advanced standing and ENGL 2010. Instructor permission required.* |
| PHYS 3710 | Modern Physics | A course for students majoring in physics and physical science education. It is recommended for chemistry and other science majors. Includes relativity, wave-particle duality, an introduction to quantum physics, atomic physics, and nuclear physics. Three lecture hours per week. |
| PHYS 3400 | Classical Mechanics (3) | Study of Newtonian Mechanics, work and energy, systems of particles, Lagrange's and Hamilton's equations, harmonic oscillators, accelerated reference frames, and rigid body rotations. *Prerequisite: PHYS 2220; Pre- or Co-requisite: MATH 2280.* |
| GEOG 2720 | Fundamentals of Geographic Information Systems (GIS) (3) | This course will serve as a basic introduction to the concepts and techniques of utilizing a Geographic Information System (GIS) to study and model environmental issues. In lecture and laboratory, students will study methods of querying, analyzing, creating and displaying GIS data utilizing industry standard software. Students will also be introduced to using the Global Positioning System (GPS) as a means for creating GIS data. |

| SCI 3570 | Foundations of Science and Science Education (3) | A foundational investigation of the history and philosophy of sciences, including the integration major and thematic concepts across science disciplines, as well as research in science learning and curricular standards at state and national levels as applicable to science teaching at the secondary level. |
|----------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SCI 4700 | Secondary Science Teaching Methods | Acquaintance and practice with various teaching and assessment methods. Development of science curricula emphasizing the integrated linkages between subjects. Development of lesson and unit plans. Recommended that this course be completed immediately prior to student teaching. |

## Appendix B: Hypothetical Program Schedule, Baccalaureate of Science in Physical Science Composite

| Semester 1 | |
| --- | --- |
| Course | Credits |
| ENGL 1010, Introduction to Writing | 3 |
| LIB 1010, Information Literacy | 1 |
| MATH 1210, Calculus I | 5 |
| CHEM 1210, Principles of Chemistry I w/Lab | 5 |
| SCI 1001, Freshman Experience | 1 |
| **Total** | 15 |

| Semester 2 | |
| --- | --- |
| Course | Credits |
| ENGL 2010, Intermediate Writing | 3 |
| American Institutions (see Gen. Ed. list) | 3 |
| MATH 1220, Calculus II | 4 |
| CHEM 1220, Principles of Chemistry II w/Lab | 5 |
| SCI 2600, Laboratory Safety | 1 |
| **Total** | 16 |

| Semester 3 | |
| --- | --- |
| Course | Credits |
| GEO 1110/1115, Physical Geology w/Lab | 4 |
| PHYS 1040/1045, Elementary Astronomy w/Lab | 4 |
| PHYS 2210, Physics for Scientists and Engineers I /Lab | 5 |
| BIOL 1610 w/Lab | 5 |
| **Total** | 18 |

| Semester 4 | |
| --- | --- |
| Course | Credits |
| GEO 1220, Historical Geology w/Lab | 4 |
| Fine Arts (see Gen. Ed. list) | 3 |
| PHYS 2220, Physics for Scientists and Engineers II w/Lab | 5 |
| CIS 1200, Computer Literacy (self-paced, competency-based) | (0-3) |
| Humanities/Literature (see Gen. Ed. list) | 3 |
| **Total** | 15 |

| Semester 5 | |
| --- | --- |
| Course | Credits |
| GEO 3060, Environmental Geology | 3 |
| EDUC 1010, Foundations/Intro to Education | 3 |
| Social Science (see list) | 3 |
| Upper-division science elective | 3 |

| EDUC 2500, Technology for Secondary Teachers | 3 |
|---|---|
| **Total** | 15 |

| Semester 6 | |
|---|---|
| Course | Credits |
| EDUC 3110, Educational Psychology | 3 |
| EDUC 2010, Intro to Exceptional Learners | 3 |
| SCI 3570, Foundations of Science and Science Education | 3 |
| EDUC 2400, Foundations of Multiculturalism | 3 |
| PHYS 3710, Modern Physics | 3 |
| **Total** | 15 |

| Semester 7 | |
|---|---|
| Course | Credits |
| SCED 3720, Reading/Writing in Content | 3 |
| SCED 4100, Curriculum, Instruction & Assessment | 3 |
| SCED 4600, Classroom Management | 3 |
| CHEM 3000, Quantitative Analysis (3) or CHEM 2310, Organic Chemistry I w/Lab (5) | 3 or 5 |
| SCI 4800, Independent Research | 1 |
| SCI 4700, Secondary Science Teaching Methods | 3 |
| **Total** | 16 or 18 |

| Semester 8 | |
|---|---|
| Course | Credits |
| SCED 4900, Secondary Student Teaching | 10 |
| SCED 4989, Student Teaching Seminar | 2 |
| **Total** | 12 |

**Total Credits = 122-124**

Note: Students who wish to earn the Natural Science Endorsement will also take BIOL 2220 (4 credits) will and have total credits of 126-128.

# Appendix C: Faculty

Content Areas Faculty (asterisk denotes faculty with secondary education experience or credential)

| Faculty | Degree | Area | Institution Awarding Highest Degree/Year |
|---------|--------|------|------------------------------------------|
| Sarah Morgan Black | MS | Organic Chemistry | BYU, 1998 |
| Gary Cooper | PhD | Analytical Chemistry | Arizona State Univ., 2001 |
| David C. Feller | PhD | Computational Chemistry | Brigham Young Univ., 1989 |
| Robert Cowan | PhD | Inorganic Chemistry | UC, San Diego, 1989 |
| Randon R. Walker | PhD | Organic Chemistry | Michigan State Univ., 2009 |
| Kelly Bringhurst | PhD | M.S. Geological Sciences; Ph.D. Environmental Science | Univ. of Ulster, Ireland, 2011 |
| Jerry D. Harris | PhD | Earth and Environmental Science | Univ. of Pennsylvania, 2004 |
| *Peter Van Valkenburg, Department Chair | MS | Earth Science; Secondary Education Teaching Certificate, Earth Sciences | Northern Arizona Univ., 1988 |
| Steven Sullivan | MS | Physics | Brigham Young Univ., 1994 |
| *Samuel Tobler | PhD | Physics | Arizona State Univ. (Dissertation defense July 2011) |
| Ken Pyles (.74 contracted) | MS | Chemistry | Eastern Illinois Univ., 1970 |
| Gerry Bryant (.50 contracted) | PhD | Geology | University of Toronto , 2011 |
| *Karen Bauer Biology | DA | Biological Sciences; (BS in Secondary Education certification in Biology, Chemistry, Mathematics, and Physical Sciences) | Idaho State Univ., 1996 |

| Adjunct Faculty | Degree | Area |
|-----------------|--------|------|
| David Black | MS | Geology |
| *David Burr | MS in Secondary Education, USU | Current Secondary Education Endorsements in Chemistry, Physics, Physical Science, Principles of Technology I, Math Level 3 |
| *Janice Hayden | MS in Geology | Current Secondary Teaching Endorsements in Geology, Math, Physics |
| Dale Felix | PhD | Chemistry |
| Paul Shirley | BS | Chemistry |
| William Koldewyn | PhD | Physics |
| *Max Rose, | PhD | Mathematics and Chemistry; Washington County School Dist. |

| Emeritus | | | Sup. | |
|---|---|---|---|---|
| Victor Hasfurther | | PhD | Civil Engineering, Physics | |
| Andy Christensen | | PhD | Physics | |

Education Faculty

| Faculty | Degree | Area of Specialization | Institution awarding degree and date |
|---|---|---|---|
| *Tracy Wheeler | EdD | Classroom Management & Motivation; Educational Technology; Multicultural; Curriculum Design & Assessment; BA in Chemistry; M.Ed., Emphasis in Science; current Utah secondary licensure; 8 years' teaching experience, grades 7-12; Educational Technology Endorsement | Utah State Univ., 2006 |
| *John Goldhardt | EdD | Educ. Psychology; Classroom Mgmt. Secondary; Multicultural Ed; Curriculum, Instruction & Assessment; Washington County School District Liaison | Univ. of Nevada Las Vegas, 2004 |
| Brenda Sabey | PhD | Curriculum & Instruction; Literacy Studies | Univ. of Nevada, Reno, 1997 |
| Chizu Matsubara-Jaret | PhD | Curriculum & Instruction/TESOL | Univ. of Nevada, 2007 |
| *Sandy Peterson | PhD | Curriculum & Instruction, Cultural Foundations of Education, Math Endorsement in progress | Univ. of Utah, 1999 |
| Nancy Hauck | MA | Curriculum & Instruction | Utah State Univ. (Ed. D. in progress) |
| *Harry Odil | MA | Foundation Courses; SET Advisor, Secondary Administration | Univ. of No. Colorado |

TAB V

November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    University of Utah – Three-Year Reports

## Issue

Regents' Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports requires the USHE institutions to submit follow-up reports on new programs after the third year of implementation (or after the second year of implementation for programs approved under the "fast track" procedure). The reports submitted by the University of Utah are in compliance with Policy R401. The Program Review Subcommittee has reviewed these reports and recommends them to the Regents for consideration.

**Master of Arts in World Language**

## Program Description

The World Language Master of Arts (WLMA) program combines an MA degree with licensure to teach one or more foreign languages, or a foreign language and another secondary subject at the secondary level in the public schools. The program is offered jointly by two colleges: the College of Humanities and the College of Education. It is administratively housed in the Department of Languages and Literature within the College of Humanities. Faculty from both colleges provide advising to students.

In addition to obtaining secondary licensure and subject-specific endorsements, effective Fall 2011, students are able to obtain a dual language immersion endorsement for elementary level instruction. With this additional credential, WLMA graduates are qualified to teach specifically in the Utah dual immersion programs alongside a certified elementary school teacher.

## Enrollment Description

The program was approved in early Spring 2008 and first admitted students during Fall 2008. Because of the short time between approval and program implementation, only a few students began the program in 2008. The program has since enrolled an additional 22 students.

| Enrollment Data | | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 (2008-2009) | | Year 2 (2009-2010) | | Year 3 (2010-2011) | |
| Students | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| FTE Enrollment | 10 | 3* | 22 | 8 | 27 | 14 |
| Cost Per FTE | $2,147 | $2,147 | $2,254 | $2,254 | $2,254 | $2,254 |
| Student/Faculty Ratio | 10:55 | 3:55 | 22:55 | 8:55 | 27:55 | 14:55 |
| Headcount | 10 | 3 | 22 | 8 | 27 | 14 |
| Tuition to Program** | $0 | $7,650 | $2,780 | $11,475 | $5,590 | N/A |

* Although the program technically started Fall 2008, only a few students were able to apply since it was approved only a few days before the department application deadlines.
** Based on SCH productivity funding; paid the year following earnings.

## Employment Information

Five students who graduated in Spring 2011, three have secured Utah teaching positions for Fall 2011. A fourth graduate is applying for a teaching position in the Washington, DC area.

## Master of Science in Clinical Investigation

### Program Description

The Master of Science in Clinical Investigation program provides in-class instruction and mentoring in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and in allied health sciences. The program is designed to support a mentored research experience for fellows and junior faculty members at the University of Utah School of Medicine and allied health science fields. The program is an extension of a program at the School of Medicine that was funded by the National Institutes of Health (NIH) since 2000 and continues to receive NIH support through the Center for Clinical and Translational Sciences.

### Enrollment Description

The program was approved by the Utah State Board of Regents in April, 2008 and began admitting students in Fall 2008. The projected enrollment for the program was 10 to 15 students per year. In the first year of the program, the number of new enrollees was 26 due to the admission of students who had begun taking classes earlier – in non-matriculated status – in anticipation of program approval. Program enrollment in the next two academic years met expectations. The program is experiencing growth in the number of students admitted. In keeping with the program goal of preparing clinicians for academic medicine, most students have been clinical fellows and junior faculty in the health sciences at the University of Utah.

| Enrollment Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Year 1 (2008-2009) | | Year 2 (2009-2010) | | Year 3 (2010-2011) | | Year 4 (2011-2012) | |
| Students | Estimate | Actual | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| New Students Admitted | 10-15 | 26 | 10-15 | 11 | 10-15 | 17 | 10-15 | 21 |
| Degrees Awarded | N/A | 8 | N/A | 5 | N/A | 7 | N/A | 0 |
| Enrolled Students, Headcount | N/A | 26 | N/A | 26 | N/A | 38 | N/A | 59 |
| Faculty, Headcount | N/A | 12 | N/A | 12 | N/A | 13 | N/A | 15 |
| Faculty, estimated FTE | N/A | 2 | N/A | 2 | N/A | 2 | N/A | 2 |

## Employment Information

In the first three years of the program, 20 students completed the Master of Science degree. All graduates are currently employed, many as faculty at the University of Utah School of Medicine. All of the graduates are publishing in peer-reviewed biomedical research literature, and a number have obtained external funding for their research activities.

Note: The degree is awarded by the School of Medicine rather than by a particular department. Faculty come from several departments including Internal Medicine, Pediatrics, and Human Genetics. Each year, participating faculty devote 5% to 20% of their professional time to teaching in the program. The program continues to be grant-supported with a budget of approximately $270,000 per year through the NIH-supported Center for Clinical and Translational Sciences. In addition, selected students and curriculum development activities are supported through an NIH-funded Mentored Scholars Program for Translational Comparative Effectiveness. Data on tuition and cost-per student FTE was not reported as this information is not maintained separately from tuition and cost information from other degree programs within the School of Medicine.

## Master of Science in Occupational Health and Master of Occupational Health

### Program Description

The University of Utah Master of Science in Occupational Health and Master of Occupational Health Degree Programs are designed to prepare students in one of the following seven fields of study:
1. Industrial hygiene
2. Hazardous substances academic training
3. Occupational medicine
4. Occupational injury prevention research training
5. Occupational safety
6. Ergonomics
7. General occupational health

### Enrollment Description

Since inception, the programs have enrolled an increasing number of students with 30 students enrolled in the third year.

| Enrollment Data | | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | | Year 2 | | Year 3 | |
| Students | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| FTE Enrollment MSOH and MOH) | 27 | 8 | 36 | 18 | 38 | 30 |
| Cost Per FTE | $18,518 | $62,500 | $13,888 | $27,777 | $13,158 | $16,667 |
| Student / Faculty Ratio | N/A | 0.8 | N/A | 1.8 | N/A | 3.0 |
| Headcount | N/A | MSOH 8 | N/A | MSOH 12 | N/A | MSOH 20 |
| | N/A | N/A | N/A | MOH 7 | N/A | MOH 10 |
| Tuition to Program | 0 | $55,579 | 0 | $71,841 | $120,000 | $158,212 |

## Employment Information

Twenty students have graduated. All graduates were reported to be employed.

## PhD in Rehabilitation Sciences

## Program Description

The Rehabilitation Science PhD program is designed to advance scientific knowledge that underlies clinical rehabilitation practice by developing expertise in research, teaching, and professional service. Students have opportunities to acquire and develop skills in scholarship, teaching, and professional leadership. This doctoral program, housed in the Department of Physical Therapy, focuses on the preparation of scholars in rehabilitation science and the development of individuals with the expertise needed to conduct independent research and obtain positions as University faculty members.

## Enrollment Description

This degree program was approved by the Board of Regents on December 5, 2008 and admitted its first students in the fall semester of 2009. Since inception, the program has grown from eight to 14 students.

| Enrollment Data | | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | | Year 2 | | Year 3 | |
| Students | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| FTE Enrollment | 3 | 8 | 3 | 3 | 3 | 3 |
| Cost per FTE | 20,000 | 21,000 | 18,000 | 19,000 | 17,000 | 19,000 |
| Student/Faculty Ratio | 1:5 | 1:5 | 2:5 | 2:5 | 3:5 | 3:5 |
| Headcount | 3 | 8 | 6 | 11 | 9 | 14 |
| Tuition to Program | 7,000 | 6,000 | 14,000 | 12,000 | 16,000 | No figures yet for 2011-12 |

## Employment Information

Doctoral programs typically require at least three years for completion. The first student completed the program during this past summer semester. This graduate has successfully procured employment in a tenure-track faculty position at the University of Illinois School of Medicine at Peoria.

## Commissioner's Recommendation

The Commissioner recommends the Regents approve the University of Utah's Three-Year Reports.

_____

William A. Sederburg
Commissioner of Higher Education

WAS/BKC
Attachment

# Appendix A

## University of Utah
## Master of Arts in World Language (with Secondary Licensure)

### Program Description
The World Language Master of Arts (WLMA) program combines an MA degree with licensure to teach one or more foreign languages, or a foreign language and another secondary subject, at the secondary level in the public schools. It is offered jointly in the College of Humanities and the College of Humanities, and administratively housed in the Department of Languages and Literature (L&L). Faculty from both colleges are involved in advising, along with the graduate advisor in L&L and secondary education advisor in the Urban Institute for Teacher Education in the College of Education. The program was approved in early Spring 2008, and first admitted students for Fall 2008.

In addition to obtaining secondary licensure and subject-specific endorsements, students will be able to obtain a dual language immersion endorsement for elementary level beginning Fall 2011. With this additional credential, WLMA graduates will be qualified to teach specifically in the Utah dual immersion programs alongside a certified elementary school teacher.

### Enrollment Data

| Students | Year 1 (2008-2009) | | Year 2 (2009-2010) | | Year 3 (2010-2011) | |
|---|---|---|---|---|---|---|
| | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| FTE Enrollment | 10 | 3[1] | 22 | 8 | 27 | 14 |
| Cost Per FTE | $2,147 | $2,147 | $2,254 | $2,254 | $2,254 | $2,254 |
| Student/Faculty Ratio | 10:55 | 3:55 | 22:55 | 8:55 | 27:55 | 14:55 |
| Headcount | 10 | 3 | 22 | 8 | 27 | 14 |
| Gross Tuition | $21,470 | $6,441 | $49,588 | $18,032 | $63,909 | $33,138 |
| Tuition to Program $0[2] | $0 | $7,650 | $2,780 | $11,475 | $5,590 | |

### Employment Information
Five students graduated in Spring 2011. Of these, three have secured Utah teaching positions for Fall 2011. A forth graduate is applying for a teaching position in the Washington DC area.

*Submitted by: **Johanna Watzinger-Tharp**, Associate Professor, Languages and Literature/Linguistics & Associate Dean, Humanities; WLMA Program Advisor*

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[1] Although the program technically started Fall 2008, only a few students were able to apply since it was approved only a few days before the department application deadlines.
[2] Based on SCH productivity funding; paid the year following earnings.

**Appendix B**

**University of Utah**
**Master of Science in Clinical Investigation**

**Program Description**
The MS in Clinical Investigation degree program provides classroom and mentored research experience in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. The curriculum focuses on the theories, models, methods, and tools used by investigators who conduct bench-to-bedside and bedside-to-community translational research. The program is designed to support a mentored research experience for fellows and junior faculty members at the University of Utah School of Medicine and allied health science fields. The M.S. degree represents an extension of a program at the School of Medicine that had been funded by the National Institutes of Health (NIH) since 2000 and continues to receive NIH support through the Center for Clinical and Translational Sciences.

**Enrollment Data**
*Students Admitted* - The MS in Clinical Investigation degree was approved by the Utah State Board of Regents in April, 2008 and began admitting students in Fall, 2008. The projected enrollment for the program was 10 to 15 students per year. In the first year of the program, the number of new enrollees exceeded this range (Table 1) due to the admission of student who had begun taking classes earlier, in non-matriculated status, in anticipation of program approval. Program enrollment in the next two academic years met expectations. The program is experiencing growth in the number of students admitted.
*Degrees Awarded* - During the first three years of the program, a total of twenty students completed the MS degree (Table 1). In the first few years of the program, the number of new students admitted each year exceeded the number of degrees awarded. Some students, working professionals, are taking longer than two years to complete the degree.

*Faculty* - The Master's Degree in Clinical Investigation is awarded by the School of Medicine rather than by a particular department, with course masters drawn from several departments including Internal Medicine, Pediatrics, and Human Genetics. The 12-15 course masters each year devote 5% to 20% of their professional time to teaching in the program. Other Health Sciences faculty contribute to this interdisciplinary program by mentoring, lecturing and serving on supervisory committees.

2

Table 1. Enrollment and faculty, MS in Clinical Investigation

| | Enrollment Data | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Year 1 (2008-2009) | | Year 2 (2009-2010) | | Year 3 (2010-2011) | | Year 4 (2011-2012) | |
| Students | Estimate | Actual | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| New Students Admitted | 10-15 | 26 | 10-15 | 11 | 10-15 | 17 | 10-15 | 21 |
| Degrees Awarded | N/A | 8 | N/A | 5 | N/A | 7 | N/A | 0 |
| Enrolled Students, Headcount | N/A | 26 | N/A | 26 | N/A | 38 | N/A | 59 |
| Faculty, Headcount | N/A | 12 | N/A | 12 | N/A | 13 | N/A | 15 |
| Faculty, estimated FTE | N/A | 2 | N/A | 2 | N/A | 2 | N/A | 2 |

*Budget* - The MS in Clinical Investigation program continues to be grant-supported with a budget of approximately $270,000 per year through the NIH-supported Center for Clinical and Translational Sciences (UL1-RR025764 and C06-RR11234). In addition, selected students and curriculum development activities are supported through an NIH-funded Mentored Scholars Program for Translational Comparative Effectiveness (KM1-CA156723). Data on tuition to the Medical School related to this program cannot be reported as this not tracked separately from tuition from other degree programs to the school.

**Employment Information for Program Graduates**
In keeping with the program goal of preparing clinicians for academic medicine, most students have been from the drawn ranks of clinical fellows and junior faculty in the health sciences at the University of Utah. Many program graduates are currently employed on the faculty of the University of Utah School of Medicine (Table 2). Also in fulfillment of the program goals, all of the graduates are publishing in the peer-reviewed biomedical research literature, and a number have obtained external funding for their research activities.

Table 2. Employment information for MS in Clinical Investigation graduates, by year of MS degree

| | | | Current Employment | | |
|---|---|---|---|---|---|
| MS Year | Name | Prior Deg. | Employer | Position | Department |
| 2011 | Student 1 | MD | University of Utah | Assistant Professor | Obstetrics and Gynecology |
| 2011 | Student 2 | MD | University of Utah | Instructor | Internal Medicine |
| 2011 | Student 3 | MBBS | University of Utah | Fellow | Internal Medicine |
| 2010 | Student 4 | MD | University of Utah | Assistant Professor | Internal Medicine |
| 2010 | Student 5 | MD | University of Utah | Associate Professor | Internal Medicine |
| 2010 | Student 6 | MD | University of Utah | Assistant Professor | Internal Medicine |
| 2010 | Student 7 | MD | Seattle Reproductive Medicine | Physician | |
| 2010 | Student 8 | MD | University of Utah | Assistant Professor | Obstetrics and Gynecology |
| 2010 | Student 9 | MD | University of Utah | Assistant Professor | Pediatrics |
| 2010 | Student 10 | MD | University of Utah | Assistant Professor | Pediatrics |
| 2010 | Student 11 | MD | University of Utah | Assistant Professor | Pediatrics |
| 2010 | Student 12 | MD | University of Utah | Associate Professor | Pediatrics |
| 2009 | Student 13 | MD | University of Utah | Fellow | Pediatrics |
| 2009 | Student 14 | MD | University of Utah | Assistant Professor | Obstetrics and Gynecology |
| 2009 | Student 15 | MD | University of Utah | Assistant Professor | Internal Medicine |
| 2009 | Student 16 | MD | University of Utah | Assistant Professor | Radiology |
| 2009 | Student 17 | MBBCH | University of Utah | Assistant Professor | Internal Medicine |
| 2009 | Student 18 | PA | Johns Hopkins Hospital | Physician Assistant | |
| 2009 | Student 19 | MD | Harvard, Mass. General Hospital | Fellow | Cardiology |
| 2009 | Student 20 | DO | University of Utah | Assistant Professor | Pediatrics |

## Appendix C

## University of Utah
## Master of Science in Occupational Health and Master of Occupational Health

**Program Description**
The University of Utah Master of Science in Occupational Health (MSOH) and Master of Occupational Health Degree Programs are formal Master of Science degree programs to prepare students in one of the following seven fields of study:
1. Industrial Hygiene (IH)
2. Hazardous Substances Academic Training (HSAT)
3. Occupational Medicine (OM)
4. Occupational Injury Prevention Research Training (OIPRT)
5. Occupational Safety
6. Ergonomics
7. General Occupational Health

A brief summary of each of these areas of study in occupational health are listed below.
1. Industrial Hygiene includes education in both the art and sciences associated with determination of risks to human health, development and/or use of measurement methods to evaluate the hazards to which people are or may be exposed, setting allowable limits, and implementation of exposure controls (e.g., personal protection, and/or engineering or administrative controls) when needed.
2. Hazardous Substances is a parallel or co-discipline of Industrial Hygiene and involves training on acceptable methods for handling and disposing of hazardous chemicals (e.g., protection of workers at Superfund sites).
3. Occupational Medicine involves preventing workplace injuries among workers and the medical treatment of them when injuries and illnesses occur.
4. Occupational Injury Prevention Research Training is a more recent discipline that involves studying injuries and working to prevent them (it is somewhat analogous to the Injury Center at the University of Utah, but this discipline involves workers and occupational injuries instead of children).
5. Occupational Safety involves the prevention of more acute accidents and events (e.g., eye protection, fall protection) that when neglected result in fatalities.
6. Ergonomics involves the fitting of the work to the worker and typically deals mostly with musculoskeletal disorders, measurement of job physical factors and limits on human capabilities.
7. The General Occupational Health emphasis is designed to give students a broad background without concentration in one area.

**Enrollment Data**

| Students | Year 1 | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Estimate | Actual | Estimate | Actual | Estimate | Actual |
| FTE Enrollment MSOH and MOH) | 27 | 8 | 36 | 18 | 38 | 30 |
| Cost Per FTE | $18,518 | $62,500 | $13,888 | $27,777 | $13,158 | $16,667 |
| Student/Faculty Ratio | | 0.8 | | 1.8 | | 3.0 |
| Headcount | | MSOH 8 | | MSOH 12 | | MSOH 20 |
| | | MPH 3 | | MOH 7 | | MOH 10 |
| | | MSPH 6 | | MPH 2 | | MPH 0 |
| | | | | MSPH 1 | | MSPH 0 |
| Gross Tuition | | | | | | |
| Tuition to Program | 0 | $55,579 | 0 | $71,841 | $120,000 | $158,212 |

**Employment Information**

| STUDENT | DEGREE | GRADUATED | EMPLOYMENT |
|---|---|---|---|
| 1 Year | 2009 | | |
| 1 | MSOH | 2009 | VA OR |
| 2 | MSOH | 2009 | Dade Moeller WA |
| 2 Year | 2010 | | |
| 3 | MSOH/HSAT | 2010 | Dade Moeller WA |
| 4 | MSOH/IH | 2010 | Dade Moeller WA |
| 5 | MSOH/IH | 2010 | Idaho National Lab |
| 6 | MSOH/IH | 2010 | Battele Energy Alliance |
| 7 | MSOH/HSAT | 2010 | Intel. Portland OR |
| 8 | MSOH/IH | 2010 | RMEC Env. Inc. Utah |
| 9 | MOH | 2010 | Last year of OM residency |
| 10 | MOH | 2010 | US Air Force |
| 11 | MOH | 2010 | Hill Air Force Base Utah |
| 12 | MOH | 2010 | Hill Air Force Base Utah |
| 3 Year | 2011 | | |
| 13 | MSOH/IH-HSAT | 2011 | US Navy |
| 14 | MSOH/IH | 2011 | IH Consulting Co CA |
| 15 | MSOH/IH | 2011 | BHP Billiton, Pinto Valley Miami AZ |
| 16 | MSOH/HSAT | 2011 | will graduate summer |
| 17 | MSOH/HSAT | 2011 | will graduate summer |
| 18 | MOSH/IH | 2011 | will graduate fall |
| 19 | MSOH/HSAT | 2011 | will graduate fall |
| 20 | MOSH/IH-HSAT | 2011 | will graduate fall |
| 21 | MSOH/IH | 2011 | will graduate fall |
| 22 | MOH | 2011 | US Air Force |
| 23 | MOH | 2011 | US Air Force |
| 24 | MOH | 2011 | Last year of OM residency |
| 25 | MOH | 2011 | Last year of OM residency |
| 26 | MOH | 2011 | Last year of OM residency |

# Appendix D

## University of Utah
## PhD in Rehabilitation Sciences

### Program Description
The PhD program in Rehabilitation Science exists to advance the scientific knowledge underlying the clinical practice of rehabilitation through the development of expertise in research, teaching, and professional service. Students have opportunities to acquire and develop skills in scholarship, teaching, and professional leadership. This doctoral program, housed in the Department of Physical Therapy, focuses on the preparation of scholars in rehabilitation science and the development of individuals with the expertise needed to conduct independent research and obtain positions as University faculty members. This degree program was approved by the Board of Regents on December 5, 2008 and admitted its first students fall semester 2009.

### Enrollment Data

|  | Year 1 | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| Students | Estimated | Actual | Estimated | Actual | Estimated | Actual |
| FTE Enrollment | 3 | 8 | 3 | 3 | 3 | 3 |
| Cost per FTE | 20,000 | 21,000 | 18,000 | 19,000 | 17,000 | 19,000 |
| Student Faculty Ratio | 1:5 | 1:5 | 2:5 | 2:5 | 3:5 | 3:5 |
| Headcount | 3 | 8 | 6 | 11 | 9 | 14 |
| Tuition to Program | 7,000 | 6,000 | 14,000 | 12,000 | 16,000 | No figures yet for 2011-2012 |

### Employment Information
The Department is now three years into the program and the PhD program typically will require greater than three years for degree completion. However, we have one student who defended her dissertation during summer semester 2011. She was a transfer student from Exercise and Sport Science and had already completed some of her academic work prior to her transfer into our program. This graduate has successfully procured employment in a tenure-track faculty line at the University of Illinois School of Medicine at Peoria.
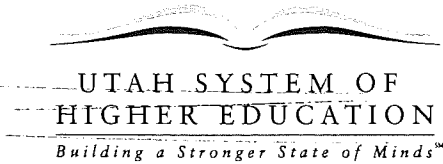
November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Utah Scholars Initiative Annual Report

## Background

The Utah Scholars Initiative (USI) was launched in the 2006-2007 school year with a $300,000 grant from the United States Department of Education and the Western Interstate Commission for Higher Education (WICHE).  The initiative is a business and education partnership in which volunteers go into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking a defined core courses, the Utah Scholars Core Course of Study, throughout all 4-years of high school. During the first year of implementation, eight middle schools and five high schools across the Wasatch Front in Davis, Granite, Jordan, and Park City School Districts were selected to pilot the Utah Scholars Initiative. By the end of 2006-2007 school year the Utah Scholars presentation had been delivered to nearly 2,400 8th graders by 20 volunteers from different business and community leaders.

The Utah Scholars Core Course of Study was adopted in 2008 as the course criteria for the Regents' Scholarship.  Utah Scholars works with partner districts and schools that primarily serve a larger percentage of underserved populations.  This intentional outreach effort strives to increase awareness of what it takes to be ready and successful in college.  The Regents' Scholarship is currently the financial incentive linked to this program, although the scholarship is available to all Utah students who qualify.

## Issue

In the past year,  Melissa Miller Kincart, Assistant Commissioner for Outreach and Access as well as Andrea Cox, the Utah Scholars Program Coordinator and Darby Thomas, USI Intern have worked diligently to build stronger relationships with partner districts and schools.  In 2010-2011 academic year, USI partnered  93 high school, junior high or middle schools in the following 10 districts: Alpine, Davis, Canyons, Granite, Jordan, Ogden, Park City, Provo, Salt Lake, Washington.  By the end of school year 87 different business and community leaders delivered 609 8th grade presentations and reached approximately 20,566 students.

The number of students reached is expected to expand this year as we have greatly increased our volunteer base with new business, community and higher education partners.  We now have 191 trained volunteers representing 22 organizations.   Additionally, 12 of our volunteers are bilingual, which has

provided us the opportunity to service some schools with Spanish presentations. A complete summary of the year's activities are summarized in the attached 2010-2011 USI Annual Report.

It is important to note that program sustainability has been made possible during 2008-2011 academic years by monies provided to the State Board of Regents from the U. S. Department of Education's College Access Challenge Grant. USI is also approved activity for the new 2011-2012 College Access Challenge Grant the Board received in August of this year. The Utah Scholars Initiative has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

<u>Commissioner's Recommendation</u>

<u>This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached annual report, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.</u>

_____

William A. Sederburg
Commissioner of Higher Education

WAS/MMK
Attachment
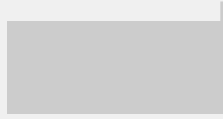
# Utah Scholars Initiative

## Annual Report 2010-2011
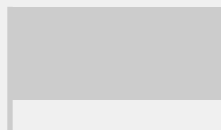
# The Utah Scholars Initiative



"I have had a very positive experience with the [Utah Scholars] Initiative. I have enjoyed sharing my personal experiences with the younger generation. It is rewarding to see the youth of today actively participating… and asking intelligent questions.."
-Treesa Parker, EnergySolutions LLC.

"I had one class [where I was giving the 8th grade presentation], in which there were students from Mexico, Bosnia, Africa, and local students. What a diverse group of kids [who] were all eager to learn and succeed!"
-Karen Seo, Cyprus Credit Union.

"I see a real connection between higher education and success in life. Anything we can do to help students catch this vision, the better"
-Bill Hulterstrom, United Way of Utah County.

"I love doing the [8th grade] presentations. I enjoy working with the students and explaining how important education is to their future."
-Diane Bradshaw, Direct Communications.

"Being the Utah Scholars Program Coordinator is one of the most fulfilling professional experiences I've ever had. I enjoy recruiting volunteers from surrounding business and community organizations and getting them excited about giving back to local schools. It makes me feel like I'm doing something worthwhile." -Andrea Cox, Utah Scholars Initiative

# Background

The Utah Scholars Initiative (USI) was originally part of the State Scholars program created by business leaders in Longview, Texas in 1989. Subsequently, during his first term, George W. Bush secured federal funding to create the State Scholars Initiative, a national program in which 22 states participated. Utah, along with eight other states, received a $300,000 State Scholars grant in March 2006 to pilot the program in four school districts (Granite, Jordan, Park City, and Provo) during the 2006-2007 and 2007-2008 academic years.

Currently, the Utah Scholars Initiative works with ten local districts informing teachers, parents, counselors and students about the importance of academic preparation. The Utah Scholars Initiative brings business, community, and higher education leaders into Utah middle and junior high school classrooms, where they discuss with students the benefits of working hard in high school and continuing their educational training beyond high school graduation.

## Importance of College-Readiness

"Every year in the United States, nearly 60 percent of first-year college students discover that, despite being fully eligible to attend college, they are not academically ready for postsecondary studies." *("Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy" Center for Public Policy and Higher Ed, June 2010*).

"While access to college remains a major challenge, states have been much more successful in getting students into college than in providing them with the knowledge and skills needed to complete certificates and degrees… when all told, as many as 60 percent of incoming freshmen require some remedial instruction…"*("Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy" Center for Public Policy and Higher Ed, June 2010).*

"Students who take a challenging curriculum, beginning in the middle school, tend to perform better academically through high school and are better prepared for college than those who take less rigorous courses" (*George L. Wimberly & Richard J. Noeth, "College Readiness Begins in Middle School" ACT Policy Report* 2005 ).

"Colleges generally recommend that high school students take four years of English; three years of math: Algebra I and II and geometry; three years of science: biology, chemistry, and physics; three years of social studies… and two years of foreign language" (*George L. Wimberly & Richard J. Noeth, "College Readiness Begins in Middle School" ACT Policy Report* 2005 ).

The success of the Utah Scholars Initiative is dependent upon the participation of business, community, and higher education partners. Partners are encouraged to support students by making classroom presentations, offering participation incentives, internships, and business-sponsored scholarships. Additionally, Utah's colleges and universities encourage their faculty, staff, students, and alumni to volunteer in their local secondary schools as a classroom presenter or mentor to students involved in the Utah Scholars Initiative.

The Utah Scholars Initiative is coordinated through the Outreach and Access department in the Utah System of Higher Education.

**The Utah Scholars staff works with partner schools and volunteers to:**

- Organize classroom presentations
- Deliver volunteer training and support
- Provide outreach support and publications

# About Utah Scholars

The Utah Scholars Initiative inspires students who are looking forward to a successful future by motivating them to complete the Utah Scholars Core Course of Study in high school which prepares them for college and careers.

Utah Scholars is a high impact program intended to motivate students to complete a defined course of study while in high school to better prepare them for college and future employment.

## Three Main Goals

⇒ Aids students, particularly minority and disadvantaged students, understand the academic preparation needed to succeed in post-secondary education and the workforce.

⇒ Increases the number of Utahns earning a sufficient wage to be self-sustaining adults.

⇒ Provides a way for local communities and businesses to interact with local schools in a meaningful way.

## Core Course of Study

### Outreach and Access Staff

David Buhler
Associate Commissioner for Public Affairs

Melissa Miller Kincart
Assistant Commissioner Outreach and Access

Andrea J. Cox
Utah Scholars Program Coordinator

Carrie F. Beckman
Policy and Special Projects Manager

Kellie Mieremet
College Access Challenge Grant Manager

Darby A. Thomas
Outreach and Access Intern

The Utah Scholars Core Course of Study is based on national course recommendations that insure students are prepared for life beyond high school. The courses are proven to help students prepare for post-secondary education and the workforce. The Utah Scholars Core Course of Study also provides students the foundation to be eligible to apply for scholarship and financial aid. Students are introduced to the Utah Scholars Core Course of Study in their 8th grade year by local community volunteers.

4 years/credits of English

4 years/credits of math
(one class beyond Algebra 2)

3.5 years/credits of social science

3 years/credits lab-based Science
(include one each of Biology, Chemistry, and Physics)

2 years/credits same foreign language
(taken progressively during grades 9-12)

Maintain a 3.0 GPA, get a C or higher, and submit an ACT score.

*"For years, counselors have been encouraging students to take a rigorous course of study as students in high school to prepare them for the workforce or college. The Utah Scholars Initiative helps us do that by defining a rigorous course of study based on recent research and offers scholarships to students who complete the course [work]. Many students are excited to see the big picture of how their work in high school will help them plan for their future."*

—Adele Whitely, American Fork Junior High School, Counselor

# A Business, Community, and Higher Education Led Initiative

●●●●●●●●●●●●●●●●●●●●



When the Utah Scholars Initiative (USI) began in 2006, it was imperative to begin immediate recruitment of local volunteers and community leaders willing to undertake the task of reaching out to their local schools and delivering the Utah Scholars message.

The Utah Scholars volunteer base began with approximately twenty individual volunteers scattered throughout four participating school districts: Granite School District, Jordan School District, Park City School District, and Provo School District, and thirteen partner schools.  These volunteers include not only individual volunteers but also ongoing partnerships with organizations and businesses such as: Cyprus Credit Union and the Energy Solutions Foundation.

Today, the Utah Scholars volunteer base has expanded to over 191 trained volunteers who give their support and time both as individual unaffiliated volunteers and as part of organizational and community group partnerships throughout ten participating school districts.

|  | Utah Scholars 2006-2007 | Utah Scholars 2007-2008 | Utah Scholars 2008-2009 | Utah Scholars 2009-2010 | Utah Scholars 2010-2011 |
|---|---|---|---|---|---|
| **Volunteers/ Organizations** | 20 Volunteers trained 2 Organizations | 50 Volunteers trained 5 Organizations | 50 Volunteers trained 10 Organizations | 110 Volunteers trained 17 Organizations | 191 Volunteers trained 22 Organizations |
| **Districts** | 4 | 9 | 9 | 10 | 10 |
| **Presentations** | Approx 75 | Approx 410 | 320 | 400 | 609 |
| **Students Reached** | Approx. 2,000 | Approx 10,110 | Approx 8519 | Approx 14,243 | Approx 20,566 |

## Volunteer Recognition Event 2010-2011



This year, volunteers were recognized for their ongoing support and enthusiasm at USI's second annual Volunteer Recognition Luncheon. The program included a 2010-2011 programmatic overview, a keynote address by Pamela Jacobsen, Director of Comprehensive Guidance for Davis School District, remarks by one of USI's outstanding volunteers, Dr. Richard Koehn, President and CEO of SentrX Animal Care Inc., and comments by the Commissioner of Higher Education, William A. Sederburg.

## Volunteer Spotlight

During the recognition event, several individual volunteers and school partnerships were recognized and awarded for their outstanding and ongoing support of USI.

**The following individuals were recognized as 2010-2011 Outstanding Volunteers:**

⇒ Dr. Richard Koehn—SentrX Animal Care Inc.
⇒ Valerie Neibar—Management Plus
⇒ Berdje Bezdjian—Salt Lake Community College

**The following school was recognized as 2010-2011 Outstanding Partner School:**

⇒ Treasure Mountain International School—Mary Klismith; Guidance Counselor

# Utah Scholars Partner Schools and Districts 2010-2011

●●●●●●●●●●●●●●●●●●●●●●

## Alpine School District

### High Schools
American Fork High School
Lehi High School
Lone Peak High School
Mountain View High School
Orem High School
Pleasant Grove High
  School
Timpanogos High School
West Lake High School

### Jr. High/Middle Schools
American Fork Jr. High
Canyon View Jr. High
Lakeridge Jr. High
Lehi Jr. High
Mountain Ridge Jr. High
Oak Canyon Jr. High
Orem Jr. High
Pleasant Grove Jr. High
Timberline Middle
Vista Heights Middle*
Willowcreek Middle

## Davis School District

### High Schools
Bountiful High School*
Clearfield High School
Davis High School
Layton High School
Northridge High School
Syracuse High School
Viewmont High School*
Woods Cross High School

### Jr. High/Middle Schools
Bountiful Jr. High*
Centerville Jr. High*
Central Davis Jr. High
Fairfield Jr. High
Farmington Jr. High
Legacy Jr. High*
Millcreek Jr. High
Mueller Park Jr. High
North Davis Jr. High
North Layton Jr. High
South Davis Jr. High
Sunset Jr. High
Syracuse Jr. High
West Point Jr. High*

## Washington District

### High Schools
Desert Hills High School
Dixie High School
Enterprise High School
Hurricane High School
Pine View High School
Snow Canyon High School

### Jr. High/Middle Schools
Desert Hills Middle School
Dixie Middle School
Hurricane Middle School
Pine View Middle School
Snow Canyon Middle School

## Salt Lake District

### High Schools
East High School
Highland High School
West High School

### Jr. High/Middle Schools
Bryant Middle School
Clayton Middle School
Glendale Middle School
Hillside Middle School
Northwest Middle School

## Granite District

### High Schools
Cyprus High School*
Granger High School
Hunter High School
Kearns School

### Jr. High/Middle Schools
Brockbank Jr. High
Hunter Jr. High
Jefferson Jr. High*
Kearns Jr. High*
Kennedy Jr. High
Matheson Jr. High
Valley Jr. High
West Lake Jr. High

## Canyons District

### High Schools
Hillcrest High School

### Jr. High/Middle Schools
Midvale Middle School
Union Middle School
Albion Middle School*
Butler Middle School*

## Jordan School District

### High Schools
West Jordan High School*

### Jr. High/Middle Schools
Elkridge Middle*
Joel P. Jensen Middle*
South Jordan Middle*
West Jordan Middle*

## Ogden School District

### High Schools
Ben Lomond High School
Ogden High School

### Jr. High/Middle Schools
Mound Fort Jr. High
Mount Ogden Jr. High

## Park City School District

### High Schools
Park City High School

### Jr. High/Middle Schools
Treasure Mountain
  International Middle

## Provo District

### High Schools
Provo High School
Timpview High School

### Jr. High/Middle Schools
Centennial Middle*
Dixon Middle*

*Newly Added Partner School

## Early College High School

### AMES
Academy of Math,
  Engineering and Science

# Presentations 2010-2011

| Districts | Schools | Presentations Given | Student Reached |
|---|---|---|---|
| Alpine District | 11 | 119 | 4853 |
| Canyons District | 4 | 33 | 1059 |
| Davis District | 14 | 151 | 4765 |
| Granite District | 7 | 89 | 3060 |
| Jordan District | 3 | 44 | 1430 |
| Ogden  District | 3 | 28 | 862 |
| Park City District | 1 | 10 | 330 |
| Provo District | 2 | 31 | 915 |
| Salt Lake District | 3 | 42 | 1273 |
| Washington  District | 6 | 44 | 1889 |
| AMES | 1 | 2 | 130 |
| **TOTAL** | **55** | **591** | **20,566** |

# Awardees 2010-2011

| Partner District | Awardees |
|---|---|
| Alpine School District | 262 |
| Canyons District | 86 |
| Davis District | 118 |
| Granite District | 3 |
| Jordan District | 32 |
| Ogden District | 1 |
| Park City District | 44 |
| Provo District | 32 |
| Salt Lake District | 59 |
| Washington District | 99 |
| AMES | 19 |
| **TOTAL** | **755** |

## Students Reached; % increase year-to-year

| | |
|---|---|
| 2006-2007 to 2007-2008 | 80% Student Outreach Increase |
| 2007-2008 to 2008-2009 | 15% Student Outreach Decrease |
| 2008-2009 to 2009-2010 | 40% Student Outreach Increase |
| 2009-2010 to 2010-2011 | 30% Student Outreach Increase |
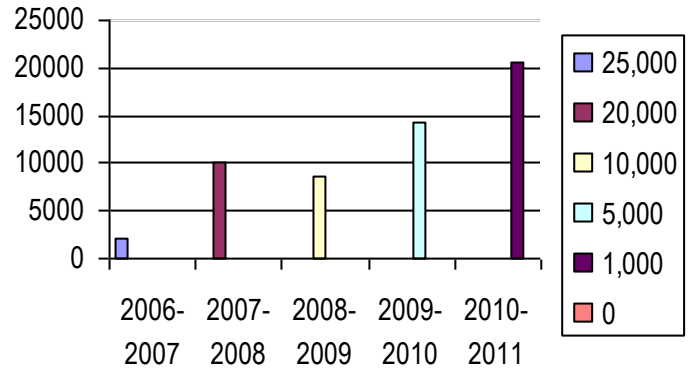
## Volunteers Trained; % increase year-to-year

| | |
|---|---|
| 2006-2007 to 2007-2008 | 60% Volunteer Training Increase |
| 2007-2008 to 2008-2009 | 0% Volunteer Training Increase |
| 2008-2009 to 2009-2010 | 54% Volunteer Training Increase |
| 2009-2010 to 2010-2011 | 42% Volunteer Training Increase |
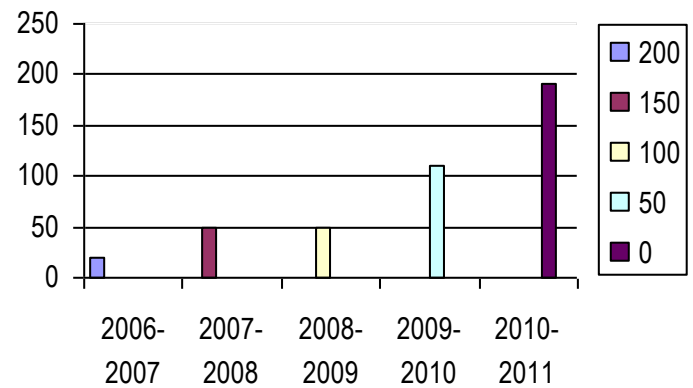
## Presentations Given; % increase year-to-year

| | |
|---|---|
| 2006-2007 to 2007-2008 | 81% Presentation Increase |
| 2007-2008 to 2008-2009 | 21% Presentation Decrease |
| 2008-2009 to 2009-2010 | 20% Presentation Increase |
| 2009-2010 to 2010-2011 | 34% Presentation Increase |
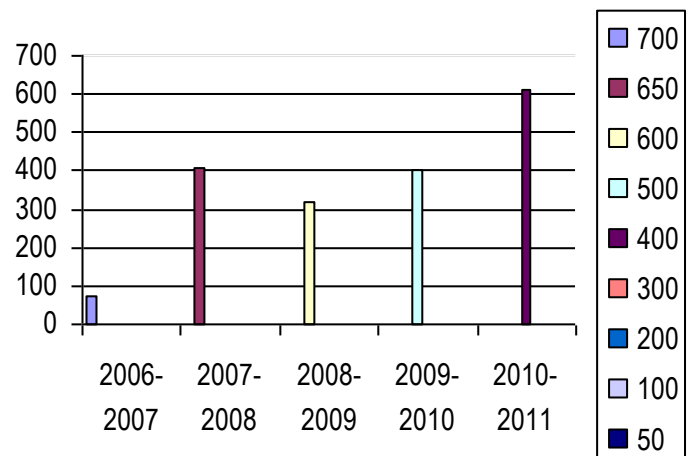
# Utah Scholars Student Survey Response

During the 2010-2011 school year, student's throughout 10 partner districts submitted approximately 12,641 response surveys. Each survey consisted of 7 questions as listed below:

1. Is taking challenging courses in high school important to getting a well-paying job after high school? *a) Yes b) No c) I don't know*
2. Is taking challenging courses in high school important for going to a community college, university, or technical institute after high school?: *a) Yes b) No c) I don't know*
3. Are you planning on taking the Utah Scholars Core Course of Study? *a) Yes b) No c) Maybe*
4. Who has encouraged you the most to take challenging courses in high school? *Your Parents, Teachers, School Counselor, School Administrator, Friends, Other family Members, Utah Scholars Presenter, or None of the above*
5. Has the Utah Scholars Presentation influence your decision to take the Utah Scholars Core Course of Study during high school? *a) Yes b) No c) Somewhat*
6. Did you find the Utah Scholars presentation useful? *a) Yes b) No c) Somewhat*
7. Do you plan on attending college after high school? *a) Yes b) No c) Undecided*

| | Alpine | Canyons | Davis | Granite | Jordan | Ogden | Park City | Provo | Salt Lake | Washington | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Question 1** | | | | | | | | | | | | |
| Yes | 3099 | 618 | 3522 | 1684 | 814 | 443 | 279 | 52 | 422 | 708 | 11641 | 93.3% |
| No | 79 | 25 | 99 | 57 | 35 | 15 | 10 | 4 | 16 | 33 | 373 | 3.0% |
| I don't know | 94 | 26 | 96 | 98 | 43 | 47 | 9 | 1 | 20 | 33 | 467 | 3.7% |
| **Question 2** | | | | | | | | | | | | |
| Yes | 2927 | 574 | 3255 | 1561 | 758 | 394 | 262 | 47 | 385 | 772 | 10935 | 86.6% |
| No | 113 | 37 | 185 | 92 | 61 | 35 | 10 | 5 | 32 | 106 | 676 | 5.4% |
| I don't know | 226 | 55 | 277 | 185 | 73 | 75 | 25 | 5 | 42 | 60 | 1023 | 8.1% |
| **Question 3** | | | | | | | | | | | | |
| Yes | 1538 | 254 | 1561 | 732 | 381 | 192 | 131 | 20 | 195 | 391 | 5395 | 43.3% |
| No | 117 | 45 | 192 | 121 | 41 | 56 | 21 | 3 | 25 | 60 | 681 | 5.5% |
| Maybe | 1605 | 366 | 1969 | 984 | 470 | 253 | 146 | 34 | 236 | 318 | 6381 | 51.2% |
| **Question 4** | | | | | | | | | | | | |
| Parents | 2056 | 398 | 2352 | 1009 | 500 | 286 | 196 | 33 | 261 | 450 | 7541 | 61.9% |
| Teachers | 138 | 40 | 145 | 114 | 59 | 37 | 25 | 8 | 32 | 26 | 624 | 13.4% |
| Counselors | 61 | 15 | 71 | 67 | 11 | 7 | 6 | 1 | 8 | 42 | 289 | 2.4% |
| Administrator | 13 | 4 | 25 | 23 | 5 | 7 | 1 | 0 | 4 | 13 | 95 | 0.8% |
| Friends | 87 | 13 | 126 | 74 | 23 | 18 | 9 | 2 | 13 | 27 | 392 | 3.2% |
| Other Family | 221 | 39 | 238 | 166 | 80 | 39 | 13 | 5 | 29 | 55 | 885 | 7.3% |
| Presenter | 346 | 68 | 318 | 141 | 106 | 36 | 19 | 6 | 34 | 56 | 1130 | 9.3% |
| None | 274 | 82 | 347 | 207 | 88 | 61 | 26 | 1 | 62 | 78 | 1226 | 10.1% |
| **Question 5** | | | | | | | | | | | | |
| Yes | 2055 | 381 | 2265 | 1046 | 564 | 281 | 174 | 33 | 260 | 466 | 7525 | 60.9% |
| No | 163 | 49 | 237 | 131 | 38 | 52 | 33 | 3 | 41 | 73 | 820 | 6.6% |
| Somewhat | 1025 | 232 | 1185 | 628 | 280 | 167 | 90 | 21 | 151 | 226 | 4005 | 32.4% |
| **Question 6** | | | | | | | | | | | | |
| Yes | 2569 | 501 | 2954 | 1342 | 725 | 353 | 224 | 45 | 345 | 594 | 9652 | 79.0% |
| No | 92 | 38 | 135 | 48 | 19 | 34 | 61 | 0 | 28 | 36 | 491 | 8.4% |
| Somewhat | 602 | 129 | 617 | 218 | 144 | 116 | 12 | 12 | 83 | 141 | 2074 | 17.0% |
| **Question 7** | | | | | | | | | | | | |
| Yes | 3051 | 579 | 3456 | 1562 | 44 | 424 | 281 | 52 | 407 | 710 | 10566 | 87.7% |
| No | 31 | 16 | 32 | 48 | 15 | 13 | 8 | 1 | 12 | 19 | 195 | 1.6% |
| Undecided | 182 | 74 | 215 | 218 | 443 | 67 | 8 | 4 | 39 | 42 | 1292 | 10.7% |

# Future of Utah Scholars: Accomplishments, Goals, and Expansion

## Volunteer Expansion and Goals

A key component of success for the Utah Scholars Initiative is creating and sustaining an ongoing volunteer base. As the Utah Scholars Initiative reaches out to more partner districts and schools, it is crucial to have a sustained volunteer base.

This year, the Utah Scholars Initiative organized over 15 Volunteer trainings for various businesses and institutions of higher education; introducing USI to interested volunteers and creating new partnerships particularly where there was greatest need in partner districts.

The following organizations became partners with the Utah Scholars Initiative in the past year:

- **Microsoft— Lehi: www.microsoft.com**

- **SRS, Inc.— Orem**

- **Imagine Learning—Provo: www.imaginelearning.com**

- **Salt Lake Community College—Salt Lake City www.slcc.edu**

- **Management Plus—Salt Lake City: www.managementplus.com**

- **Check City—Various Locations: www.checkcity.com**

This year, the Utah Scholars Initiative set programmatic and administrative goals in order to increase overall effectiveness; both internally as well as with Utah Scholar partnerships among districts, schools, and business, community, and higher education leaders.

**Goal #1**: **Add new partner schools in currently participating partner districts.**
This year, we expanded our school partnerships particularly within Canyons School District, Davis School District, and Jordan School District. We added a total of 13 new schools comprised of junior high/middle schools and high schools.

**Goal #2**: **Provide Undergraduate internship.**
This year, the Utah Scholars Initiative was able to provide an undergraduate internship for a 12 month period. This internship has increased the capacity of the Utah Scholars Initiative and allowed us to better refine our services.

**Goal #3**: **Develop a Volunteer Mentor Program.**
This year, the Utah Scholars Initiative provided new volunteers the opportunity to watch veteran volunteers give the classroom presentation. We also recognized an ongoing need for the Utah Scholars Program Coordinator to be more actively engaged in volunteer mentoring and observations for the 2011-2012 year.

## Programmatic Expansion

The Utah Scholars Initiative was enhanced this year with the addition of two key staff members.

**Creating a Utah Scholars Program Assistant Position**
The Utah Scholars Initiative was enhanced through the undergraduate internship that began June 2010. Because of programmatic expansion and increased demand for greater volunteer recruitment, an the focus of the Utah Scholars Program Coordinator will be on meeting these ever increasing demands. Thus, the Utah Scholars Program Assistant, Darby Thomas, will focus on maintaining relationships with jr.high/middle schools and serving as the Utah Scholars point of contact for school counselors.

**College Access Challenge Grant Manager**
As the Utah Scholars Initiative relies on annual allocations from the College Access Challenge Grant (CACG). Thus, the program has been enhanced and supported through the addition of a full time grant manager. Kellie Mieremet joined the Outreach and Access staff in September 2010 and in addition to managing the grant, has also participated in various Utah Scholars activities.

## Future Goals

**Goal #1**: **Sophomore Orientation Involvement**
As part of ongoing desire to follow-up with students after the 8th grade presentations, this year the Utah Scholars Initiative has strategically selected particular schools who are willing to allow us to be involved in sophomore orientation events targeted towards students who are entering high school.

**Goal #2**: **District by District Parent Nights**
The Utah Scholars Initiative recognizes that parental involvement in crucial to student success. Thus, this year the Utah Scholars Initiative will host district by district parent nights to discuss with parents and students the importance of taking the right courses in high school. These parent nights will be held at specific partner high schools throughout Utah Scholars 10 partner districts.

**Goal #3: Communication Plan**
As Utah Scholars has grown exponentially since its inception in 2006, it has become more essential to create an ongoing communication follow-up plan. This begins in 8th grade through participants junior year of high school with the purpose of reminding them of their commitment to follow the Utah Scholars Core Course of Study.

# A Special Thanks to all Utah Scholars Partnerships

American Fork Chamber of Commerce

AmeriCorps Vista

AVID

Bank of American Fork

Check City

Cyprus Credit Union

Energy*Solutions*, LLC

Imagine Learning

L-3 Communications

Management Plus

Microsoft

Mountain American Credit Union

SRS, Inc.

United Way of Utah County

Utah Technology Council

Utah System of Higher Education

VOX Creative

Wells Fargo

Zars Pharma

Zions Bank

Zions Securities

# UTAH SCHOLARS
### Achieve to Succeed

TAB X

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*"

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    USHE Secondary School Administrators and Counselor Conference

Issue

On September 16, 2011, the Utah System of Higher Education sponsored a conference titled *"Tools for Building a College-Going Culture"* for secondary school administrators and counselors with the purpose of helping them gain a greater understanding of the importance of college preparation, planning and participation as well as how to help students and parents navigate the admissions and financial aid processes. This is the third year for this conference and was funded by the College Access Challenge Grant. This event was coordinated by Melissa Miller Kincart, Kellie Mieremet, and the Outreach and Access department within the Commissioner's Office and supported by the Utah Council and the Outreach Team in UHEAA.

Approximately 430+ administrators, counselors, presenters, college access, admissions and recruitment staff from across the state participated in a day-long conference at Thanksgiving Point in Lehi, Utah. This venue enabled us to accommodate 100+ additional participants over last year and we made an intentional effort to reach out and include secondary education administrators. Our participants came from 27 of our 41 Utah School districts; in addition a number of private schools were represented. Assistant Commissioner for Outreach and Access, Melissa Miller Kincart welcomed the group and Richard E. Kendell, former Commissioner of Higher Education and Superintendent of the Davis School District and current Professor in the College of Education a the University of Utah presented the keynote address: Facts, Fantasies, and Future. The opening session was closed by a presentation which launched our new statewide social awareness campaign, StepUP to Higher Education.

Participants were able to choose from 28 workshops covering such topics as *Building a College Going-Culture, Financial Aid Updates, Implementing UtahFutures in Your School, Academic Advising, Transitional Summer Bridge Programs, Working with Underserved and Undocumented Students,* as well as sessions on statewide scholarships and college and university panels. Representatives from all USHE schools, as well as UCAT, BYU, LDSBC and Westminster College, and also UESP had information booths and were able to answer questions and distribute materials for the upcoming academic year.

Attached is the agenda for the conference for reference.

## Feedback

Even with increased participation this year, obtaining participant's feedback is still challenging. We received 210 evaluation responses, which is 49% of the total attendees. The evaluation was available in hard copy at the conference and after as an online survey. Of the respondents:

- 79% of were School Counselors.
- 22.5% of were in their first five years of working with students, while 22% have been in their role between six to ten years.
- 66% work in our high schools.
- 21 Attendees registered as either a Public Education Administrator or School Administrator (Principal, Vice Principal, etc.).
- 88% were either "very Satisfied" or "satisfied" with the choice of conference workshops.
- 77.4% agreed that they have developed a greater understanding of college preparation, admissions and financial aid process.
- 87.4% agreed that this conference prepared them to help students plan for college.

As we plan for next year we will use the evaluation information collected and our own observations to further improve the 2012 conference.

## Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached event agenda and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.


William A. Sederburg
Commissioner of Higher Education

WAS/MMK

# Tools for Building a College-Going Culture

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*
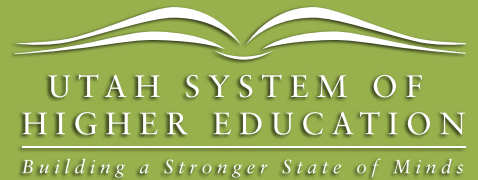
**Friday, September 16, 2011**

A Conference for Secondary School Administrators & Counselors

## Richard E. Kendell
*Former Commissioner of Higher Education and Superintendent of the Davis School District and current Professor in the College of Education at the University of Utah*

Richard E. Kendell received his bachelor's degree in English from Weber State University and completed his M.S. and Ph.D. in Leadership and Policy at the University of Utah. He has worked as a high school English teacher and as a faculty member and associate dean in both the College of Education and the Graduate School at the University of Utah. He served as Superintendent of Davis School District in Farmington. Later he served as Deputy for Public Education, Higher Education and Economic Development to Utah Governor Mike Leavitt. Following his service with Governor Leavitt he was appointed by the Utah Board of Regents as Commissioner of Higher Education for the state of Utah beginning in 2003 and concluding in January of 2008.

His work in education has been acknowledged by several organizations. While serving as the Davis District Superintendent he was named Administrator of the Year by the Utah Education Association. Later he was named by his colleagues as Superintendent of the Year for the State of Utah. The Davis School District Administration Building was named the "Richard E. Kendell Administration Building" in honor of his distinguished service as the district's superintendent. In higher education he was honored by the Trustees of Weber State University with the Lewis W. Shurtleff award and an honorary Doctorate of Humanities Degree. In 2007 the Trustees of Southern Utah University created and endowed the Richard E. Kendell Chair in Education. Most recently, he was named as a Wheatley Fellow through The Wheatley Institution at Brigham Young University.

Richard has a continuing interest in public and higher education issues and is a Regents' Professor at the University of Utah. He works as an advisor for the Utah Math and Science Education Consortium and is involved with several projects with the Utah Education Policy Center. He is also an advisor to the Salt Lake Chamber of Commerce and the P2020 initiative.

On a more personal note, Richard and his wife Joan are the parents of four children and 13 grandchildren.



ENCOURAGE KIDS TO DREAM

stepUP Utah.com

It all starts with a dream. Do the children you work with enjoy drawing? Building? Writing? Fixing things? Caring for others? The things that they like now may lead to what they do when they 'grow up'. Whatever their dreams may be, you can start encouraging them today.

# Schedule

| | |
|---|---|
| **8:15-9:00 a.m.**<br>Show Barn | **Check-in & Continental Breakfast**<br>**Visit College & University Booths** |

**9:00-10:15 a.m.**
Show Barn

**Opening Session**
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access

**Keynote Address: Facts, Fantasies, and the Future**
Richard E. Kendell

**Social Marketing Campaign Preview**
Love Communications

---

**10:30-11:15 a.m.**

## BREAKOUT SESSION 1

Show Barn

### Women and Higher Education in Utah: Recap and Next Steps
**Presented by Susan R. Madsen, Professor of Management and Utah Women and Education Project Director & Nicolle M. Johnson, Research Assistant for Utah Women and Education Project, Utah Valley University**

*The purpose of this session is to share some key findings from a recent statewide study conducted by Utah Women and Education Project researchers. This two-year project focused on understanding why many young women in Utah are not attending and completing college certificates and degrees. This session will highlight many of the influences found to shape and impact decisions young female Utahns make about college attendance. This includes both middle and high school experiences. Resources to assist counselors in helping young women will be discussed and distributed. The session will conclude with a discussion of next steps for Utah (e.g., K-12, higher education, nonprofit, parents).*

Rose Room

### UtahFutures.org – Using the Searches
**Presented by Sumiko Martinez, Outreach Specialist & Michelle Riddle, Outreach Specialist, UHEAA**

*This session will cover using and understanding the UtahFutures.org job, college, and scholarship search features.*

Velvet Room

### Empowering our Latino Youth through Leadership, Service, and Literacy with the Sole Purpose of Graduating from Higher Education
**Presented by Jose Enriquez, Founder/Director, Latinos in Action**

*This fall there will be 56 school communities in the state of Utah, two in Idaho and one in the state of Washington that will be running Latinos in Action (LIA). This program has a 100% graduation rate with 80% of those seniors matriculating into institutions of higher education. LIA is a program/leadership class where in bilingual Latino students receive support to make important ties in the school instead of inappropriate associations in the form, for example, of gangs or other academically unsuccessful and marginal groups. It becomes an intervention and a proactive preventative measure. It becomes for them a vehicle that facilitates upward mobility and a catalyst for the acquisition of social and cultural capital. LIA was designed to address the critical issues of academic, linguistic, and social development. It is to provide role models of educational success and tutors to serve elementary and junior high students specifically, LIA students become tutors in the areas of literacy and numeracy.*

Utah Room

### Financial Aid Updates
**Presented by Stephen Rogers, Manager of Outreach, UHEAA**

*This session will cover basic financial aid 101 information. It will include the following subject areas: FAFSA, grants, student loans, work-study, and scholarships.*

Amber Room

### Creating a College-Going Culture, Best Practices Panel
**Presented by Mary Jane Morris, AVID Teacher & Facilitator at Northwest Middle School; Bruce Hunter, Director of College Counseling at Rowland Hall; Brandy Oliver, Counselor at Granger High School**

*From junior high to high school, building a college-going culture is vital for student success. In this session, panelists will share their experiences related to creating this culture among their students.*

Tropical Room

### Academic Advising: Assisting Students in Making the Transition From High School to College
**Presented by Sharon A. Aiken-Wisniewski, Assistant Vice President for Undergraduate Studies; Natalie Brown, Coordinator for Prospective Student Activities; Steve Hadley, Coordinator for Undecided Students; Leslie Park, Academic Advising Coordinator, University of Utah**

*This session will focus on tools used in academic advising to assist students as they enter higher education. It will include information on transferring credits and exams, how credits and exams differ between institutions as well as majors, entering higher education as undeclared, and resources to assist guidance counselors as they engage their students in conversations about higher education. Activities and resources will make this an engaging experience for all.*

# Schedule

**11:30-12:15 p.m**  **BREAKOUT SESSION 2**

Rose Room

### College and Career Readiness, UtahFutures, and SEOP
**Presented by Dawn Stevenson, Utah State Office of Education**

*Current Research shows us what we need to do to prepare students for College and Career Readiness. The SEOP Practice Guide for integrating UtahFutures into the SEOP process is based on this research. What does it mean for you the working school counselor? Come let's talk.*

Velvet Room

### First-Year Experience – What Resources, Support, and Opportunities Exist for New College Students
**Presented by Carolyn Bliss, LEAP Program Director, University of Utah; Patrick Clarke, Dean of University College, Southern Utah University; and Michelle Kearns, Director of Student Success & Retention, Utah Valley University**

*In this session, panelist will explain their programs, share best practices, and answer questions regarding what a student can experience as they transition to college.*

Utah Room

### Creating a School Culture That Embraces Diversity
**Presented by Taran Chun, Principal, Granite Park Junior High School**

*Recent trends in education in the state of Utah demonstrate that schools and classrooms are becoming more and more diverse. Students from multiple backgrounds who speak multiple languages will soon be the "majority" in Utah's classrooms. How can schools position themselves in such a way that they embrace the diversity of their student body so that ALL students can experience success? Come and see what we did at Dixon Middle School and Granite Park Junior High to create a school-wide culture that embraced the diversity of our students.*

Amber Room

### New Century and the Regents' Scholarships
**Presented by Carrie F. Beckman, Policy and Special Projects Manager & Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, Office of the Commissioner of Higher Education**

*This session will focus on informational resources for each program and also explore common errors applicants make in applying and qualifying for a scholarship.*

Tropical Room

### Academic Advising: Assisting Students in Making the Transition From High School to College
**Presented by Sharon A. Aiken-Wisniewski, Assistant Vice President for Undergraduate Studies; Natalie Brown, Coordinator for Prospective Student Activities; Steve Hadley, Coordinator for Undecided Students; Leslie Park, Academic Advising Coordinator, University of Utah**

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---

**12:15-1:00 p.m.**  **LUNCH & VISIT THE BOOTHS**

Show Barn

**Feel free to take your lunch outside and enjoy the grounds.**

---

**1:15-2:00 p.m.**  **BREAKOUT SESSION 3**

Rose Room

### Building your Way to College One Block at a Time: College Readiness & Beyond
**Presented by Cyd Grua, Director of Academic Affairs, Utah System of Higher Education & Moya Kessig, Early College Specialist, Utah State Office of Education**

*This session will review the 2011 USOE-USHE joint statement for college readiness and discuss its uses as an advising tool for counselors, and introduce a "building blocks" model of two-year colleges with degrees and certificates designed to aid counselors in helping students visualize a one-, two-, or four-year college path. This model is particularly useful in discussing Pathways with students and their parents.*

Velvet Room

### Students, Parents, Peers and Professionals: 4 Groups that Make or Break the College Decision and the Best Tools to Reach Each One
**Presented by Dean Curtis, Program Director & Carolyn Hardman, Program Manager, Education: Catch the Dream!**

*Ready to be inspired? This exciting session will help you motivate your students get to college by changing the language they hear from the 4 most influential groups in their lives. Their parents, friends, the teachers they work with and their own self-talk. This interactive session will share real interviews from students around the country, their parents and the educators that work with them. We'll discuss their dreams, obstacles and resources they've had in getting a college*

*education and how you can motivate your students to catch their dreams as well. Discover how schools around the world have used video and other motivating tools to create a college-going culture unique to them. Enjoy this interactive discussion and get inspired to help your students GO TO AND SUCCEED IN COLLEGE!*

**Utah Room**

### Best Practices for Working with Underserved Student Populations
**Presented by Brian Richards, GEAR UP Counselor and Mike Flood, GEAR UP Counselor, Utah Valley University**

*This session will include strategies that have had a track record of success of working with underserved high school students throughout Salt Lake, Utah and Cache counties in the GEAR UP program. Topics will include one-on-one counseling and tutoring, college tours, ACT preparation, UtahFutures, help with class choice to help better prepare them for postsecondary education, scholarship, grant and FAFSA assistance and more. Please join us as we explore these methods to reach out to our students.*

**Amber Room**

### New Century and the Regents' Scholarships
**Presented by Carrie F. Beckman, Policy and Special Projects Manager & Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, Office of the Commissioner of Higher Education**

*This session will focus on informational resources for each program and also explore common errors applicants make in applying and qualifying for a scholarship.*

**Tropical Room**

### "You want ME to go to college?" Preparing Students in At-risk Conditions to Access and Succeed in Higher Education through Proactive and Appreciative Advising
**Presented by Richard A. Diaz, Coordinator & Jill Kemerer Director of School Relations, Salt Lake Community College**

*College access advisors are confronted with a series of challenges that limit a students' ability to believe themselves capable of thriving in college. Issues include youth coming from low socio-economic backgrounds, experiencing homelessness, immigrating without documents (or as refugees), becoming young parents, and/or belonging to single-parent households. This session will discuss the importance of implementing a proactive/intrusive model of advising, as well as elements from an appreciative model of advising when working with youth from these backgrounds. Discussions will focus on the success achieved through these models of advising, new challenges that have emerged, institutional partnerships that have been created, assessment, and the organizational culture necessary to best assist youth from conditions that place them at risk for failure in school. Replicable elements from the SLCC/Horizonte College Access Scholars Program will be used to frame the information and discussion.*

---

**2:15-3:00 p.m.** | **BREAKOUT SESSION 4**

**Show Barn**

### Bridging the Gap – Transitional Summer Programs
**Presented by Spencer Childs, Associate Director, Concurrent Enrollment, Utah Valley University; Rich Garcia, Director of Diversity Student Affairs & Services, Westminster College; Julie Jackman Program Coordinator, Salt Lake Community College**

*Panelists will share specifics about their Summer Bridge Programs and other transitional summer opportunities. They will also discuss who should attend, financial aid opportunities, and the benefits of a summer program, particularly for seniors.*

**Rose Room**

### Building your Way to College One Block at a Time: College Readiness & Beyond
**Presented by Cyd Grua, Director of Academic Affairs, Utah System of Higher Education & Moya Kessig, Early College Specialist, Utah State Office of Education**

*This session will review the 2011 USOE-USHE joint statement for college readiness and discuss its uses as an advising tool for counselors, and introduce a "building blocks" model of two-year colleges with degrees and certificates designed to aid counselors in helping students visualize a one-, two-, or four-year college path. This model is particularly useful in discussing Pathways with students and their parents.*

**Velvet Room**

### Attacking the Biggest Problem Facing Public Schools Today — Parent Involvement. 4 Ways to Dramatically Improve Parent Involvement in Your School
**Presented by Dean Curtis, Program Director & Carolyn Hardman, Program Manager, Education: Catch the Dream!**

*Many schools across the country report the biggest problem they face today is PARENT INVOLVEMENT. Always a difficult problem to conquer, we will share the 4 C's of parent involvement. We'll give real examples and exciting successes of communities around the world who have revolutionized involvement in their schools. This interactive session goes further than just getting parents to come to an open house or parent night. You will learn ways to reach parents of different cultural and economic backgrounds, how to create an atmosphere of volunteerism and creative tools that ignite parent involvement in the college decision.*

# Schedule

**Utah Room**

**College & University Panel**
**Presented by SLCC, UCAT, LDSBC, USU Eastern and Snow**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

**Amber Room**

**College & University Panel**
**Presented by BYU, SUU, UU and Westminster**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

**Tropical Room**

**College & University Panel**
**Presented by DSC, WSU, UVU and USU**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

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**3:15-4:00 p.m.**    **BREAKOUT SESSION 5**

**Show Barn**

**Working with Diverse, Underrepresented and Undocumented Student Populations**
**Presented by Michelle Medina, Outreach Advisor & Monica Rodriguez-Mesa, Academic Advisor and Counselor, Weber State University**
*Participants will learn about federal and state regulations, tips and resources in best serving underrepresented populations, particularly undocumented students as they seek support in entering postsecondary programs.*

**Rose Room**

**Implementing UtahFutures in Your School**
**Presented by Nate Edvalson, Lead Counselor at Union Middle School; Karen Findley, Counselor at Viewmont High School; Bucky Holmstead, Counselor at Lehi Junior High School; Marni Willard, Counselor at Bountiful High School**
*In this session, representatives from various secondary schools will share best practices for integrating and fully utilizing UtahFutures school-wide.*

**Velvet Room**

**Utah Educational Savings Plan**
**Presented by Kevin Dalton, Marketing Officer, UESP**
*The Utah Educational Savings Plan (UESP) has among the lowest fees of all 529 plans, requires no minimum or ongoing contributions, and Utah residents can claim a 5 percent Utah state income tax credit for their UESP contributions up to $1,740 per beneficiary if filing singly or $3,480 per beneficiary if married filing jointly. Earnings on investments in UESP accounts grow tax deferred from federal and Utah state income taxes. Withdrawals are exempt from federal and Utah state income taxes when used for qualified higher education expenses at an eligible educational institution, including tuition and fees; required books, supplies, and equipment; and certain room and board costs. The funds can be used at any college, university, or technical school that participates in federal financial aid programs for students, not just at institutions in Utah but anywhere in the country.*

**Utah Room**

**College & University Panel**
**Presented by SLCC, UCAT, LDSBC, USU Eastern and Snow**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

**Amber Room**

**College & University Panel**
**Presented by BYU, SUU, UU and Westminster**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

**Tropical Room**

**College & University Panel**
**Presented by DSC, WSU, UVU and USU**
*Representatives from various Utah colleges and universities will take a few minutes to share with you information related to school programs, admissions and more. These sessions will feature a Q&A section.*

Thank you for taking a moment to answer the following questions. Any information you provide is confidential.

**Please mark your type of organization:**

☐ Junior/Middle School  ☐ High School  ☐ Institution of Higher Education

☐ District Office  ☐ Utah State Office of Education  ☐ Access & Outreach Program

☐ Other (Please specify): _____

**Please identify your position:**

☐ School Counselor  ☐ School Administrators (Principal, Vice Principal, etc.)

☐ Public Education Administrator  ☐ Financial Aid Administrator/Staff

☐ Higher Education Administrator/Staff  ☐ College Access Advisor

☐ Other (Please specify): _____

Length of time you have been providing assistance to students to pursue education beyond high school (YR/MOS): _____

How many high school seniors will you have the opportunity to work with in the upcoming year? _____

## How would you rate the sessions you attended?
(Please only evaluate the session(s) you attended; place an "X" in the appropriate box)

| | Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|---|---|---|---|---|---|---|---|
| Keynote: Richard E. Kendell - Facts, Fantasies, and the Future | | | | | | | |

**Breakout Session 1** (Please Circle One)

- Women and Higher Education in Utah: Recap and Next Steps
- Creating a College-Going Culture, Best Practices Panel
- Academic Advising: Assisting Students in Making the Transition from High School to College
- UtahFutures.org - Using the Searches
- Empowering our Latino Youth through Leadership, Service, and Literacy with the Sole Purpose of Graduating from Higher Education
- Financial Aid Updates

| Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|---|---|---|---|---|---|---|
| | | | | | | |

**Breakout Session 2** (Please Circle One)

- New Century and the Regents' Scholarships
- Creating a School Culture That Embraces Diversity
- College and Career Readiness, Utah Futures, and SEOP
- First-Year Experience – What Resources, Support, and Opportunities Exist for New College Students
- Academic Advising: Assisting Students in Making the Transition from High School to College

| Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|---|---|---|---|---|---|---|
| | | | | | | |

**Breakout Session 3** (Please Circle One)

- New Century and the Regents' Scholarships
- "You want ME to go to college?" Preparing Students in At-risk Conditions to Access and Succeed in Higher Education through Proactive and Appreciative Advising
- Building your Way to College One Block at a Time: College Readiness & Beyond
- Students, Parents, Peers and Professionals: 4 Groups that Make or Break the College Decision and The Best Tools to Reach Each One
- Best Practices for Working with Underserved Student Populations

| Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|---|---|---|---|---|---|---|
| | | | | | | |

## Breakout Session 4 (Please Circle One)

- Bridging the Gap – Transitional Summer Programs
- College & University Panel (Amber Room)
- College & University Panel (Tropical Room)
- Building your Way to College One Block at a Time:
  College Readiness & Beyond
- Attacking the Biggest Problem Facing Public Schools
  Today – Parent Involvement. 4 Ways to Dramatically
  Improve Parent Involvement in Your School
- College & University Panel (Utah Room)

| Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|------|------|---------|------|-----------|-----|----------|
|      |      |         |      |           |     |          |

## Breakout Session 5 (Please Circle One)

- Working with Diverse, Underrepresented and
  Undocumented Student Populations
- College & University Panel (Amber Room)
- College & University Panel (Tropical Room)
- Implementing UtahFutures in your School
- Utah Educational Savings Plan
- College & University Panel (Utah Room)

| Poor | Fair | Neutral | Good | Excellent | N/A | Comments |
|------|------|---------|------|-----------|-----|----------|
|      |      |         |      |           |     |          |

## How satisfied were you with... (Please evaluate the conference as a whole; place an "X" in the appropriate box)

| | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Comments |
|---|---|---|---|---|---|---|
| The length of individual sessions? | | | | | | |
| The choice of session topics? | | | | | | |
| The conference site? | | | | | | |
| The food served at the conference? | | | | | | |
| The booths and additional resource information? | | | | | | |

| | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Comments |
|---|---|---|---|---|---|---|
| This conference prepared me to help students plan for college? | | | | | | |
| As a result of attending this conference, I have developed a greater understanding of the college preparation, admissions, and financial aid process? | | | | | | |
| I received valuable information from the college & university and representatives? | | | | | | |

What are the key lessons you are taking away from this conference?

What would you change about the conference to make it more useful to you?

What training/workshop topics do you think would be helpful to offer in the future?
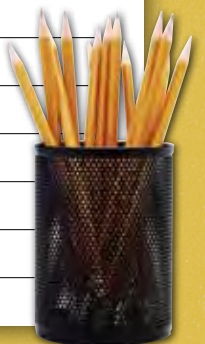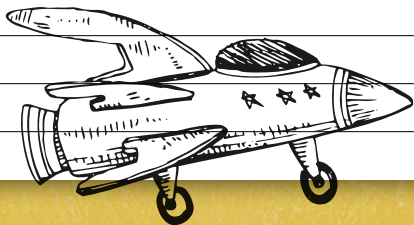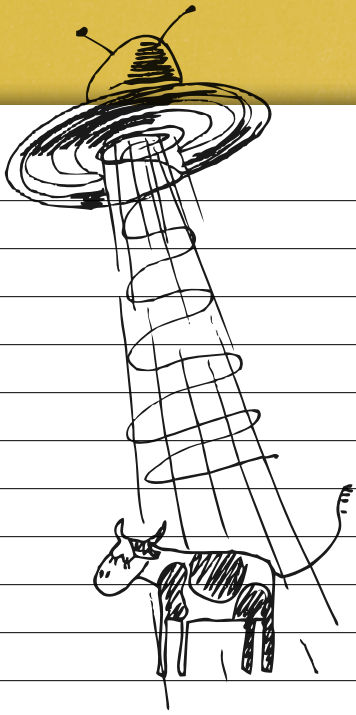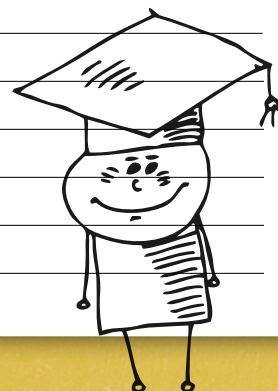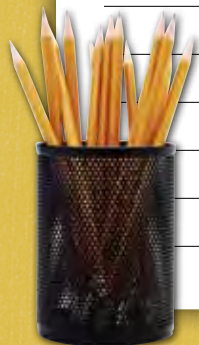
# INSPIRE TEENS TO ACT

Going to college will open doors for the students you work with—whatever their dreams may be. And whether those dreams require a one-year certificate or a four-year degree, now is the time to prepare. Inspire them to work hard, take the right classes, and become aware of all the financial aid options they have. Because going to college equals opportunity.

STEP**UP** Utah.com

North I-15 to Salt Lake

Thanksgiving Point Gardens
Visitor Center
Garden Room

Garden Drive

Childrens Discovery
Garden

Clubhouse Drive

Jordan River

Golf Clubhouse
Great Room

Executive Parkway

Alpine / Highland Exit

Restaurant Building
Deli
Harvest Restaurant
Soda Fountain
Rose Room
Velvet Room
Utah Room

Thanksgiving Way

Hidden Falls

Grape Arbor

Tropical Room
(2nd floor)

Board Room
(2nd floor)

Shops

Promenade

The Loggia

Amber Room in
Museum of Ancient Life

Show Barn

Electric Park

Farm Country

Utah Room
(2nd floor)

Velvet Room (2nd floor)
Rose Room (2nd floor)
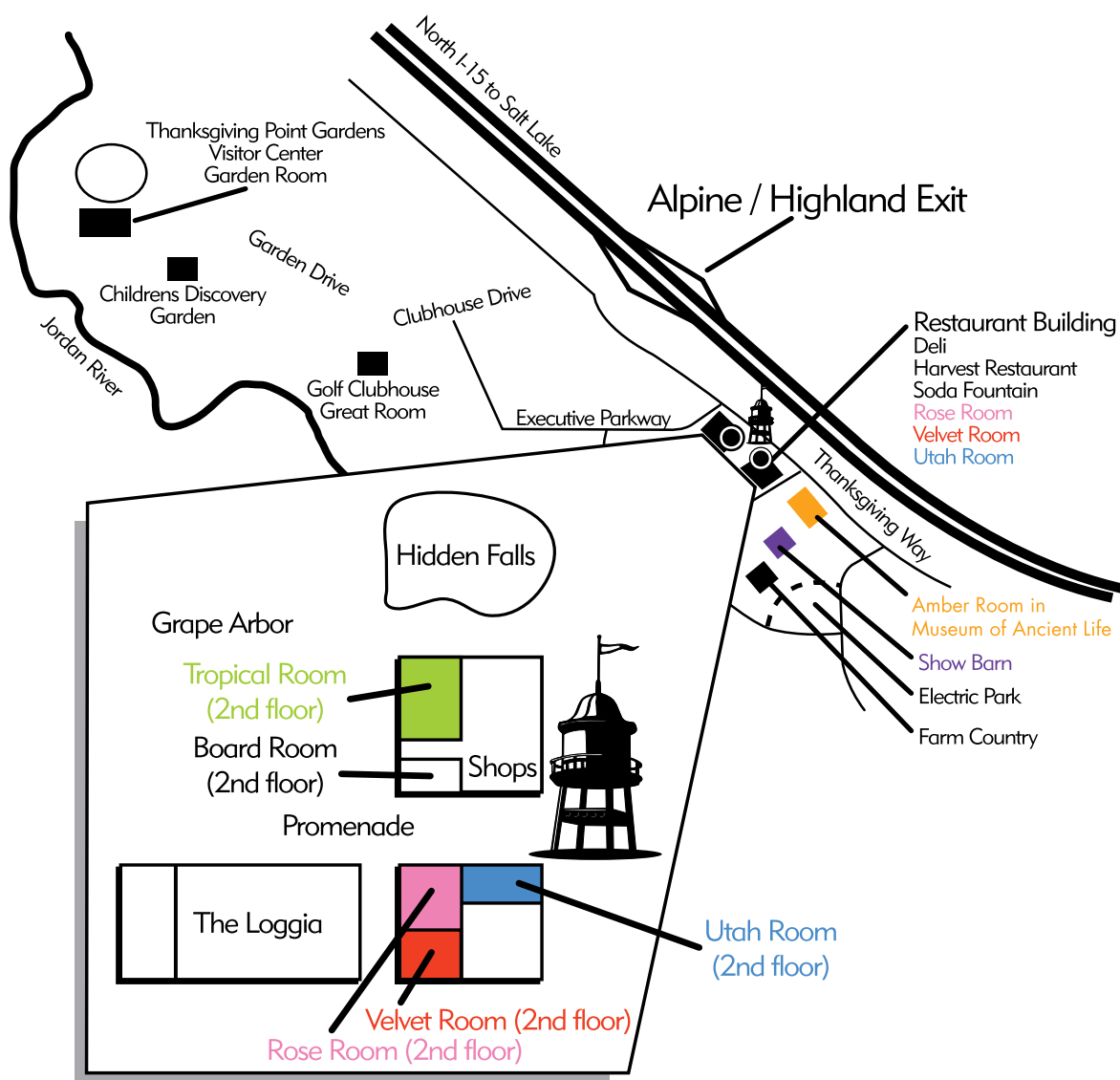
THANKSGIVING
POINT

Thanksgiving Point is located in Lehi, Utah, along Interstate 15 between Salt Lake City and Provo. It is about 20 minutes from either direction (south of Salt Lake and north of Provo). Take the Alpine/Highland west bound exit off I-15.

If you have any questions or need further directions, please call 801.768.2300.

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

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*™

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 9, 2011

MEMORANDUM

TO:          State Board of Regents

FROM:        William A. Sederburg

SUBJECT:     StepUP Utah Campaign

### Issue

To align with the Utah System of Higher Education's "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020, it is essential to reach out to student populations who may have never considered higher education as a viable option. The StepUP Utah campaign is a social awareness campaign, paid for, and made possible, by a grant from the U.S. Department of Education (the College Access Challenge Grant). The campaign is targeted at promoting higher education options to underrepresented populations throughout Utah, informing them that "college" can include anything from a one-year certificate to a four-year degree. It centers on a comprehensive website, stepuputah.com, which targets three key groups: under 12, 12- to 18-years-old, and adults (parents, educators, etc.). Other components of this campaign include social media efforts through Facebook, Twitter and Tumblr, television and radio advertising and grassroots outreach initiatives.

Regents, institution Presidents and other invited officials received a StepUP campaign preview in mid-August prior to the website's official launch on September 26, 2011. In the just first month since the website went public, it has received over 2,000 visits and has also driven traffic to other key websites like utahfutures.org. It was also featured at the conference we sponsored for junior high and high school counselors on September 16 and was very well received. The goal of this campaign is to help underrepresented students and their parents and families "step up" and reach their potential by providing inspiration, resources and necessary tools for them to obtain a college certificate or degree.

### Commissioner's Recommendation

This is an information item; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/HB
Attachment

There are numerous roadblocks that keep children and young adults from going on to higher education. Some roadblocks include an absence of college-going knowledge, failed preparation, lack of support from family members or peers and financial constraints. This campaign will help to instill an inherent desire in children from a young age to complete some level of college that will make these barriers – and any others that may exist – secondary to this desire.

**STEPUP**
**TO HIGHER EDUCATION**

Our campaign is aimed at three main audiences with targeted messages; they are as follows:

1. Encourage the Dream



A campaign aimed at children 12 years of age and younger, encouraging kids to make the things they dream about becoming a reality through education.
*Objectives:*
-Build on dreams for a better life
-Educate children on the importance of school at an early age
*Outreach through the following tactics:*
-Television commercials, website, community events and interaction at the school level

2. Inspire to Act
A campaign aimed at youth 12 and over that inspires them to act on their dreams by taking the right courses, seeking financial assistance and ultimately going to college.
*Objectives:*
-Illustrate the importance of education and how it impacts their lives
-Teach youth about the right classes to take to prepare them for college
-Give them access to financial assistance
*Outreach through the following tactics:*
-Television and radio commercials, website, grassroots and community partnerships, and interaction at the school level

3. Support The Journey
A campaign aimed at parents teaching the steps and tools necessary to help them encourage their children to continue their education through college.
*Objectives:*
-Start the conversation early
-Educate parents on the importance of a college education
-Provide parents with the tools to assist in the process
*Outreach through the following tactics:*
-Website, printed materials, public relations, grassroots and community partnerships

www.stepuputah.com

# COLLEGE = OPPORTUNITY

StepUP to Higher Education encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. Whether aiming for a one-year certificate or a four-year degree, StepUp provides tools like financial aid assistance and preparation tips that will help make higher education a reality. Regardless of roadblocks, when youth have the desire, college is more than possible—it's inevitable.

**Inspire to Act - TV 15 Second**



**Encourage the Dream - TV 30 Second**



**StepUp Stair Decals**



**Web Banners**
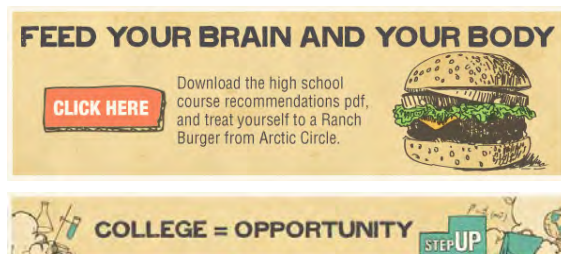


**StepUp Web - Kid & Teen Sections**

**Facebook Images**



STEP UP TO YOUR FUTURE TODAY
UtahFutures.org
CLICK HERE
Access Utah's one-stop shop for your education and career plans.

STEP**UP**

PAYING FOR COLLEGE? HELP IS HERE.
CLICK HERE
There are many resources available to help make college possible.

**StepUp Standees**



**Print Ads**



ENCOURAGE KIDS TO DREAM

STEP**UP** Utah.com

It all starts with a dream. Do the children you work with enjoy drawing? Building? Writing? Fixing things? Caring for others? The things that they like now may lead to what they do when they 'grow up'. Whatever their dreams may be, you can start encouraging them today.

Students, parents, families, educators, mentors and community leaders are all invited to learn more by visiting StepUpUtah.com.

INSPIRE TEENS TO ACT

Going to college will open doors for the students you work with—whatever their dreams may be. And whether those dreams require a one-year certificate or a four-year degree, now is the time to prepare. Inspire them to work hard, take the right classes, and become aware of all the financial aid options they have. Because going to college equals opportunity.

STEP**UP** Utah.com

STEP**UP**

UTAH SYSTEM OF
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*Building a Stronger State of Minds"*

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November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Report to Legislature on the New Century and Regents' Scholarships

### Background

The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate's degree in high school. Later a math/science curriculum path was added. In recent years we have worked with the Legislature and administratively to increase the standards and to require application deadlines. The Regents' Scholarship was an initiative of the State Board of Regents in 2008 to encourage Utah High School students to prepare academically and financially for college by completing a core course of study, meet minimum GPA and grades on specific courses, and ACT requirements.

### Issue

The Education Interim Committee of the Legislature requires an annual report of the New Century and Regents' Scholarships. This report was presented at their October meeting and is attached for your information. In summary, as of September 332 students qualified for the New Century Scholarship, a decrease of 42% from the previous year. Also as of September, 983 students qualified for the Regents' Scholarship, an increase of 38% from the previous year. Also of note, more than two thirds (69%) of those who qualified for the base award qualified for the exemplary award (which requires a higher GPA and ACT score). Additionally, while only 13% also qualified for the UESP savings match, the percent qualifying nearly quadrupled. In the Regents' budget request, $1.7 million in new funding has been recommended for the Regents' Scholarship. Estimated numbers of awards will be updated the first of the year and the request will be modified as needed during the legislative session.

### Commissioner's Recommendation

This is an information item; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*™

New Century and Regents' Scholarship
Annual Report
Education Interim Committee
October 2011

## Overview of Scholarships

The Utah State Board of Regents administers two scholarship programs established by the Legislature: the New Century Scholarship and Regents' Scholarship.

### New Century Scholarship

The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate's degree in high school or by pursing the Math and Science Curriculum. Students qualify by earning an associate's degree at a Utah System of Higher Education institution with a 3.0 GPA by the date they graduate from a Utah high school with a minimum 3.5 cumulative grade point average. Students who are home schooled or complete high school through an on-line institution must take the ACT exam by June 15 of the year their peer group graduates from high school with a minimum score 26. The New Century Scholarship Award is a flat dollar amount and the maximum amount a recipient may receive is $1250 per semester, renewable for up to 60 credits or four semesters (whichever is first). The scholarship may be used at a four-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University and Westminster College.

### Regents' Scholarship

The Regents' Scholarship was created by the Utah Legislature in 2008 (sponsored by Senator Lyle Hillyard) to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 and saving for college. The Base Award is a one-time payment of up to $1,000 for students who complete a core course of study, meet a minimum GPA, minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is $1250 per semester, renewable for up to 65 credits or four semesters (whichever is first). The Utah Educational Savings Plan (UESP) Supplemental Award is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum of $100 per year for each $100 contributed to their account). The scholarship may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College.

## Administration of the Scholarships

Administering these two scholarships is labor intensive and is subsidized by the Board of Regents. The Office of the Commissioner of Higher Education has partnered with the Utah Higher Education Assistance

Authority (UHEAA) to assist with the administration of both scholarships. Currently four employees are involved in administering the New Century program; including overseeing policies and communications, document review of applications, payment processing, school relations and educational outreach, and system development/maintenance.

Four employees are involved in administering the Regents' Scholarship program, including overseeing the policies, communications, review process, school relations and educational outreach, with a portion of the costs paid out of the scholarship appropriation. In addition, there are 50 UHEAA employees dedicating a portion of their time to the scholarship operations, including customer service representatives, application reviewers, document and payment processing, and system development/maintenance.

## Funding for 2011-2012

The ongoing and new funding received by the Legislature for these scholarships FY 12 enabled full funding at the flat rate award amounts for qualifying recipients for the 2011-2012 college academic year:

- The Regents' Scholarship Base Award is a $1,000 one-time payment;
- The New Century Scholarship Award and Regents' Scholarship Exemplary Academic Achievement Award is a flat dollar amount of $1250 per semester and is subject to the student renewing it each semester. The flat rate is applied to all scholarship participants.
- The Regents' Scholarship Utah Educational Savings Plan Award is subject to contributions to your UESP trust account and is a one-time payment (maximum of $100 for each year in high school or $400 total).

Since 2010 as required by law, all materials and communications to prospective applicants and recipients state the awards amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Further, it is communicated that award amounts may be reduced, may vary from year to year, and are dependent on when the recipient is enrolled in college.

## Look Ahead

An initial forecast of funding requirements was presented to the Board of Regents in September. This initial forecasts calls for $1.7 million in new money for the Regents' Scholarship program growth. It appears that the increased requirements to the New Century Scholarship, enacted by the Legislature in 2010, (SB 132 sponsored by Senator John Valentine and Representative Greg Hughes) have substantially slowed growth in this program, with a drop in awards as of September of 42%. In contrast, the Regents' scholarship awards grew by 38% over 2010. These estimates will be revised in February 2011 as we will have better information including a review of renewal applications for fall 2011 and new applicant numbers of the graduating class of 2012.

## Conclusion

We appreciate the on-going legislative support of scholarships that encourage students to make good use of all four years of high school and better prepare for college and career.

# Side By Side Comparison
## New Century and Regents' Scholarship Programs

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

| Program | New Century Scholarship | Regents' Scholarship |
|---|---|---|
| **Back Ground** | • Created in 1999<br>• One award<br>• Purpose: Encourage students to complete college in less time than peers and enter the workforce more quickly | • Created in 2008<br>• Three Awards: Base Award, Exemplary Academic Achievement Award, and the Utah Educational Savings Plan Supplemental Award<br>• Purpose: Encourage students to prepare for college academically and financially through course-taking patterns and saving for college |
| **Basics To Qualify** | • Earn an associate's degree or complete a special Math and Science curriculum by high school graduation<br>• College 3.0 GPA and High School 3.5 GPA<br>• 26 ACT requirement for home school students<br>• U.S. Citizenship requirements<br>• No criminal record<br>• Application Deadline: February 1, 2012<br>• Final Document Deadline: September 1, 2012 | • Complete the Utah Scholars Core Course of Study during **grades 9-12** (see our website for classes that will satisfy the scholarship requirements)<br>• Minimum Grade and overall GPA Requirements<br>  o Base= "C" individual grades, 3.0 GPA<br>  o Exemplary= "B" individual grades, 3.5 GPA<br>• ACT Requirements<br>  o Base= submit a score<br>  o Exemplary= submit a minimum score of 26<br>• U.S. Citizenship requirements<br>• No criminal record<br>• UESP Award: to maximize $100+ contribution during 14, 15, 16, 17 years of age<br>• Application deadlines:<br>  o Priority Deadline: December 21, 2011<br>  o Final Deadline: February 1, 2012<br>  o Note: Students who are found "on-track" for the scholarship after the initial review, must submit final verification documents by July 1, 2012 |
| **Award Information For The 2011-2012 College Academic Year** | • The New Century Award is a flat dollar amount<br>  o <u>Maximum</u> award will be $1,250 a semester<br>  o Can be renewed for up to 4 semesters<br>• Can be used at USHE institutions that grant bachelor's degrees, plus BYU and Westminster<br>• **Students cannot receive both New Century and the Regents' Scholarship** | • The Base Award is a one-time award worth up to $1,000<br>• The Exemplary Award is a flat dollar award<br>  o <u>Maximum</u> award will be $1,250 a semester<br>  o Can be renewed for up to 4 semesters<br>• Can be used at USHE institutions plus BYU, Westminster and LDSBC<br>• **Students cannot receive <u>both</u> New Century and the Regents' Scholarship** |
| | **Award amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Therefore, award amounts may be reduced, may vary from year to year and are dependent on when the recipient is enrolled in college.** | |
| **Renewing** | • Students must enroll full-time continuously fall and spring semesters (or receive an approved leave of absence) and earn a 3.0 GPA each semester that they utilize the scholarship<br>• Student must submit proof of meeting enrollment and min. GPA requirement **by set deadlines** | • Students must enroll full-time continuously fall and spring semesters (or receive an approved leave of absence) and earn a 3.0 GPA each semester that they utilize the scholarship<br>• Student must submit proof of meeting enrollment and min. GPA requirement **by set deadlines** |
| **Contact Information** | **Phone:** 801-321-7221<br>**Email:** newcentury@utahsbr.edu<br>**Web:** higheredutah.org<br>**New Century webpage:**<br>http://www.higheredutah.org/scholarship_info/new-century-scholarship/ | **Phone:** 801-321-7294<br>**Email:** regentsscholarship@utahsbr.edu<br>**Web:** higheredutah.org<br>**Regents' Scholarship webpage:**<br>http://www.higheredutah.org/scholarship_info/regents-scholarship/) |

## Regents' Scholarship Application and Review Cycle for 2011 High School Graduates

**Nov.**
App. Became Available Online

**Dec**
Priority Deadline 12/20/10

**Feb.**
App. Due 02/01/11

**April**
Initial Review; Status Letters Sent

**July**
Final App Docs Due 07/1/11

**July– Sept.**
Award Notices Sent, Payment Processing

Initial Review → Final Review

## Historical Recipient Overview

| | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort | % Change from 201009 to 2011 |
|---|---|---|---|---|---|
| Base only | 79 | 115 | 205 | 306 | 49% |
| Base and Exemplary | 116 | 278 | 506 | 677 | 34% |
| Sub-total of Students Earning an Award | 195 | 393 | 711 | 983 | 38% |
| Applicants | 838 | 1021 | 1243 | 1611 | 30% |
| UESP Supplemental Award | 30 | 42 | 26 | 126 | 385% |

In 2011, 1611 students applied for the scholarship. Although the final review process has not concluded, 983 students have qualified for a Regents' Scholarship Award, including 126 who have also received the UESP Supplemental Award (as of September 2011. Applications have steadily increased over the past year by 22% and this year increased by 30%. Additionally, the percentage of applicants who have qualified for the award has increased by from 38% in 2011.

| District | Awarded | Total Applied |
|---|---|---|
| **2011 New Century Scholarship Awards by School District as of September 2011** | | |
| Alpine | 94 | 136 |
| Beaver | 3 | 3 |
| Box Elder | 0 | 1 |
| Cache | 9 | 13 |
| Canyons | 15 | 22 |
| Carbon | 0 | 3 |
| Davis | 25 | 28 |
| Granite | 12 | 16 |
| Iron | 17 | 27 |
| Jordan | 51 | 80 |
| Juab | 2 | 2 |
| Kane | 1 | 1 |
| Murray | 5 | 8 |
| Nebo | 13 | 17 |
| North Sanpete | 2 | 3 |
| North Summit | 5 | 7 |
| Ogden | 1 | 1 |
| Piute | 1 | 1 |
| Private And Parochial | 1 | 1 |
| Provo | 8 | 10 |
| Rich | 6 | 10 |
| Salt Lake | 0 | 3 |
| San Juan | 3 | 4 |
| Sevier | 1 | 1 |
| South Sanpete | 1 | 1 |
| South Summit | 8 | 8 |
| Tooele | 4 | 4 |
| Uintah | 1 | 1 |
| Wasatch | 1 | 3 |
| Washington | 30 | 36 |
| Weber | 7 | 11 |
| Home Schooled | 6 | 10 |
| Total | 332 | 473 |

## New Century Scholarship Application and Review Cycle 2011 High School Graduates

**Nov. 1**
App. Becomes Available Online
➡
**Feb 1**
App Due
➡
**March - April**
Notification of Award amounts
➡
**April-May**
Complete AS Degree
➡
**July-Sept.**
Award
Award Notices Sent, Payment Processing
➡
**Sept. 1**
Final Verification Documents Due

*

## Historical Recipient Overview

| Graduate Year | Number of Approved Applications |
|---|---|
| 1999 | 23 |
| 2000 | 52 |
| 2001 | 79 |
| 2002 | 125 |
| 2003 | 157 |
| 2004 | 208 |
| 2005 | 259 |
| 2006 | 413 |
| 2007 | 471 |
| 2008 | 544 |
| 2009 | 622 |
| *2010 | 568 |
| **2011 | 332 |

*This is the first year with an application deadline. **This is the first year that applciants must complete an associate's degree by the time they graduate from high school (instead of by September 1 following high school graduation) and maintain a 3.5 cumulative high school GPA.

## 2011 Regents' Scholarship Awards by School District as of September 2011*

| District | Base Only | Base & Exemplary |
|---|---|---|
| Alpine | 58 | 145 |
| Beaver | 1 | 2 |
| Box Elder | 13 | 25 |
| Cache | 7 | 26 |
| Canyons | 40 | 85 |
| Charter Schools | 4 | 8 |
| Davis | 24 | 70 |
| Emery | 0 | 2 |
| Garfield | 0 | 1 |
| Grand | 1 | 3 |
| Granite | 15 | 26 |
| Iron | 1 | 3 |
| Jordon | 20 | 52 |
| Logan | 4 | 13 |
| Morgan | 0 | 7 |
| Murray | 0 | 1 |
| Nebo | 32 | 60 |
| Park City | 3 | 5 |
| Private Schools | 5 | 6 |
| Provo | 1 | 26 |
| Salt Lake | 12 | 29 |
| San Juan | 1 | 0 |
| South Sanpete | 3 | 3 |
| South Summit | 3 | 1 |
| Tooele | 5 | 9 |
| Wasatch | 4 | 14 |
| Washington | 32 | 38 |
| Weber | 17 | 17 |
| Total | 306 | 677 |

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*™

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 9, 2011

MEMORANDUM

TO:         State Board of Regents

FROM:       William A. Sederburg

SUBJECT:    Draft 2011 Report of the 2020 Plan

## Background

The Office of the Commissioner for Higher Education (OCHE) is preparing the 2011 Report of the HigherEdUtah2020 Plan. The report will be a *snapshot in time* capturing progress made during the year 2011 towards the "state's big goal of having 66% of Utahns ages 25 – 64 with a postsecondary credential by the year 2020." As the HigherEdUtah2020 Plan specifies, Utah must realize three strategic priorities to achieve Utah's big goal:
1. Increase the rate of student *participation* in higher education (postsecondary education programs),
2. Increase the rate of student *completion* in their chosen field of training or study,
3. Increase the level of *economic innovation.*

In order to achieve these three priorities and thus the big goal, the HigherEdUtah2020 Plan identified five general action areas with 52 subsequent recommendations to employ to those ends. The Board of Regents requested a prioritization of the 52 recommendations, which yielded 27 higher priority recommendations. The 2011 Report will provide a statewide and USHE (by USHE institution) update on the recommendations with suggested data *dashboards* for the Board of Regents to monitor progress towards the achievement of the state's big goal.

OCHE staff is working on the 2011 Report daily. It is a tight turnaround to capture the progress made during the calendar year of 2011 and to have the report ready for Board approval in its January 2012 meeting and thereby finalized for the legislative session; thus, the report will evolve rapidly over the next two months. The most recent draft copy will be handed out at the November 2011 Board meeting. Once the report is in a more complete form, it will be sent via email to the Board for input prior to the January Board meeting.

## Commissioner's Recommendation

This item is for information only.

_____
William A. Sederburg
Commissioner of Higher Education

WAS/CKM

**UTAH SYSTEM OF HIGHER EDUCATION**
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November 9, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Fall 2011 Enrollment Report

The fall enrollment reports provide the Board of Regents and general public with a snapshot of how many students have entered the Utah System of Higher Education (USHE) at the beginning of each academic year. This information is an important component for resource allocation discussions and decision making processes.

According to the Fall 2011 third week enrollment report, the number of students attending Utah's colleges and universities continues to increase. The USHE enrollment for the Fall 2011 semester rose by 1,540 full-time equivalent students--an increase of 1.3%. This is the fourth consecutive year that enrollment has seen significant growth.

Headcount includes all students enrolled at an institution, while FTE (Full Time Equivalent) approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the system serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support.

Total and budget-related headcounts and FTE numbers and are included in the following attachments (Budget-related are enrollments eligible for state funding.) Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Commissioner's Recommendation

This item is for information only; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM /JAC
Attachment

**Utah System of Higher Education**

*Fall 2011 3rd Week Headcount Enrollment Report\**

| TOTAL HEADCOUNT (Budget Related & Self Support) | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| University of Utah** | 30,833 | 31,673 | 840 | 2.72% |
| Utah State University* | 28,401 | 28,994 | 593 | 2.09% |
| Weber State University | 24,126 | 25,483 | 1,357 | 5.62% |
| Southern Utah University | 8,024 | 7,750 | (274) | -3.41% |
| Snow College | 4,386 | 4,465 | 79 | 1.80% |
| Dixie State College | 8,755 | 9,086 | 331 | 3.78% |
| Utah Valley University | 32,670 | 33,395 | 725 | 2.22% |
| Salt Lake Community College | 33,983 | 33,167 | (816) | -2.40% |
| USHE | 171,178 | 174,013 | 2,835 | 1.66% |

| BUDGET RELATED HEADCOUNT | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| University of Utah | 30,514 | 31,343 | 829 | 2.72% |
| Utah State University* | 25,531 | 26,191 | 660 | 2.59% |
| Weber State University | 20,155 | 20,515 | 360 | 1.79% |
| Southern Utah University | 6,963 | 6,880 | (83) | -1.19% |
| Snow College | 3,867 | 3,961 | 94 | 2.43% |
| Dixie State College | 8,138 | 8,538 | 400 | 4.92% |
| Utah Valley University | 26,844 | 27,823 | 979 | 3.65% |
| Salt Lake Community College | 28,443 | 27,041 | (1,402) | -4.93% |
| USHE | 150,455 | 152,292 | 1,837 | 1.22% |

Notes:

\* Includes USU-Eastern headcount enrollments and FTE

\*\*2010 numbers adjusted to reflect only headcount in Credit courses

## Utah System of Higher Education

*Fall 2011 3rd Week FTE Student Enrollment Report*

| TOTAL FTE (Budget Related & Self Support) | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| University of Utah | 25,879 | 26,441 | 562 | 2.17% |
| Utah State University* | 20,461 | 20,880 | 419 | 2.05% |
| Weber State University | 15,554 | 16,068 | 515 | 3.31% |
| Southern Utah University | 6,609 | 6,254 | (355) | -5.38% |
| Snow College | 3,416 | 3,483 | 67 | 1.96% |
| Dixie State College | 6,267 | 6,593 | 326 | 5.20% |
| Utah Valley University | 21,825 | 22,448 | 622 | 2.85% |
| Salt Lake Community College | 18,326 | 17,711 | (616) | -3.36% |
| **USHE** | **118,338** | **119,878** | **1,540** | **1.30%** |

| BUDGET RELATED FTE | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| University of Utah | 25,654 | 26,227 | 573 | 2.23% |
| Utah State University* | 19,068 | 19,542 | 474 | 2.48% |
| Weber State University | 13,700 | 13,821 | 121 | 0.88% |
| Southern Utah University | 6,241 | 6,008 | (233) | -3.74% |
| Snow College | 3,161 | 3,244 | 83 | 2.62% |
| Dixie State College | 6,118 | 6,395 | 277 | 4.52% |
| Utah Valley University | 19,010 | 19,705 | 694 | 3.65% |
| Salt Lake Community College | 16,567 | 15,856 | (711) | -4.29% |
| **USHE** | **109,520** | **110,798** | **1,278** | **1.17%** |

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

*Source for "Prior" year FTE information 2011 USHE Data Book Tab C Table 8*

* Includes USU-Eastern headcount enrollments and FTE

## Utah System of Higher Education

*Fall 2011 3rd Week Total Headcount\* by Gender & Ethnicity*

| GENDER | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| Female | 84,668 | 86,370 | 1,702 | 2.01% |
| Male | 86,140 | 87,373 | 1,233 | 1.43% |
| Unknown | 370 | 270 | (100) | -27.03% |
| **Total** | **171,178** | **174,013** | **2,835** | **1.66%** |

| Ethnicity \*\* | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| American Indian Alaskan | 1,918 | 1,727 | (191) | -9.96% |
| Asian | 3,944 | 3,924 | (20) | -0.51% |
| Black or African American | 2,013 | 2,205 | 192 | 9.54% |
| Hispanic or Latino | 10,184 | 12,851 | 2,667 | 26.19% |
| Native Hawaiian or Pacific Islander | 1,414 | 1,348 | (66) | -4.67% |
| White | 124,079 | 126,002 | 1,923 | 1.55% |
| Multiple | 852 | 1,121 | 269 | 31.57% |
| Non Resident Alien | 4,161 | 4,592 | 431 | 10.36% |
| Unspecified | 22,613 | 20,243 | (2,370) | -10.48% |
| **Total** | **171,178** | **174,013** | **2,835** | **1.66%** |

*\*\* Total Headcounts include some students who are only enrolled in non-credit courses*

*\* Ethnicity has been realigned to reflect new GAO reporting categories and rules*

## Utah System of Higher Education

*Fall 2011 3rd Week **Budget-Related** Headcount\* by Gender & Ethnicity*

| GENDER | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| Female | 74,123 | 75,417 | 1,294 | 1.75% |
| Male | 76,081 | 76,685 | 604 | 0.79% |
| Unknown | 251 | 190 | (61) | -24.30% |
| **Total** | **150,455** | **152,292** | **1,837** | **1.29%** |

| Ethnicity * | 2010 | 2011 | CHANGE | CHANGE |
|---|---|---|---|---|
| American Indian Alaskan | 1,643 | 1,660 | 17 | 1.03% |
| Asian | 3,638 | 3,640 | 2 | 0.05% |
| Black or African American | 1,888 | 2,079 | 191 | 10.12% |
| Hispanic or Latino | 9,167 | 11,421 | 2,254 | 24.59% |
| Native Hawaiian or Pacific Islander | 1,309 | 1,271 | (38) | -2.90% |
| White | 113,131 | 116,002 | 2,871 | 2.54% |
| Multiple | 884 | 1,001 | 117 | 13.24% |
| Non Resident Alien | 4,027 | 4,316 | 289 | 7.18% |
| Unspecified | 14,768 | 10,902 | (3,866) | -26.18% |
| **Total** | **150,455** | **152,292** | **1,837** | **1.22%** |

*\* Ethnicity has been realigned to reflect new GAO reporting categories and rules*

# Total USHE Headcount Fall Semster 2011



Pie chart segments: 1%, 2%, 1%, 7%, 1%, 72%, 1%, 3%, 12%

Legend:
- American Indian Alaskan
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Multiple
- Non Resident Alien
- Unspecified

TAB CC
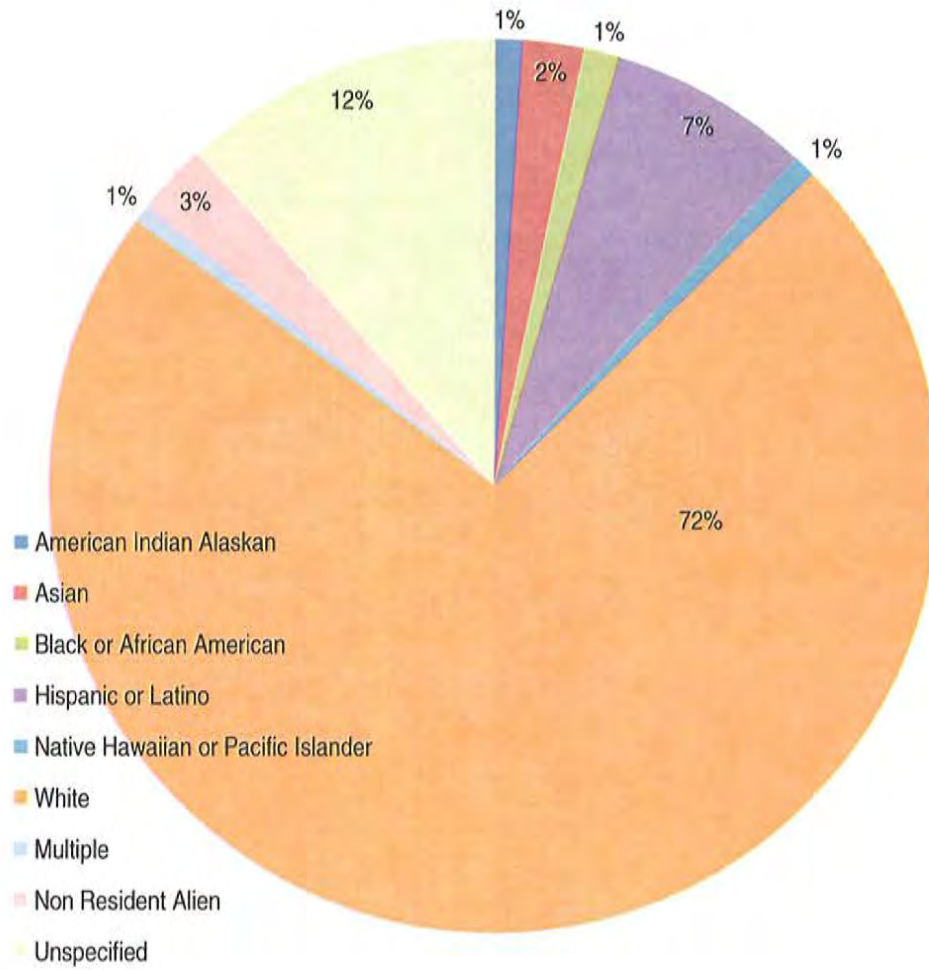
November 9, 2011

MEMORANDUM

To:      State Board of Regents

From:    William A. Sederburg

Subject:  General Consent Calendar

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

A. Minutes
1. Minutes of the Retreat and Board Meeting September 15 and 16, 2011 at Entrada Club House and Dixie State College, St. George, Utah

2. Minutes of the Special Meeting of the Board via conference call September 22, 2011

3. Minutes of the Special Meeting of the Board via conference call October 3, 2011

B. Grant Proposals

1. Utah State University – Kellog Foundation; "New Mexico K-3 Plus Extended School Year Validation Study (101008)"; $1,000,000. Cythia Rowland, Principal Investigator; Linda Goetze, Damon Cann, Margaret Lubke, Co-Investigators.

2. Utah State University – Institute of Education Sciences; "Project GeePerS*Math: GM2"; $1,419,378. Brett Shelton, Principal Investigator.

3. Utah State University – Institute of Education Sciences; "Development of the Assessment of Teachers' Reading Instructional Plans (ATRIP): An Assessment of Tea"; $1,592,620. Ray Reutzel, Principal Investigator; Sarah Clark, Cindy Jones, Jamison Fargo, Co-Investigators.

4. Utah State University – National Science Foundation; "STEM Talent Expansion Program: A Collaborative Effort to Engage, Recruit, and Retain STEM Majors"; $2,492,115. Michelle Larson, Principal Investigator; Scott Bates, James Morales, Co-Investigators.

5. Utah State University – NASA Langley Research Center; "FIREX - Far-Infrared Explorer"; $9,785,063. Dean Wada, Principal Investigator.

6. Utah State University – Southwest Research Institute (SwRI); "Zeus"; $14,974,103. John Elwell, Principal Investigator.

7. Utah State University – Virginia Polytechnic University; "SOCRATES – Solar Occultation Constellation for Retrieving Aerosols and Trace Element Species"; $18,707,979.54. Chad Fish, Principal Investigator.

8. Utah State University – University of Utah; "ULEND Training Grand – Subcontract Continuation"; $2,999,729. Judith Holt, Principal Investigator.

9. Utah State University – Department of Education; "Development of the Center for Family Intervention in Disability and Employment"; $2,526,130. Jared Schultz, Principal Investigator.

10. Utah State University – Department of Education; "Educational Talent Search"; $1,843,515. Jami Bayles, Principal Investigator.

11. Utah State University – Utah Department of Human Services; "USU Title IV-E Child Welfare Training Project"; $1,684,548. Derrik Tollefson, Principal Investigator; Terry Peak, Co-Investigator.

12. Utah State University – Air Force Research Laboratory; "Responsive Space Technologies"; $1,755,684. John Santacroce, Program Manager.

13. Utah State University – Missile Defense Agency; "Unmanned Aerial Vehicles (UAV) Flight Test Center – Phase2"; $3,382,480. Doug Jewell, Mike Fisher, Program Managers.

14. University of Utah – NIH National Center for Research; "Utah Advance Small Animal MRI"; $2,000,000. Edward W. HSU, Principal Investigator.

15. University of Utah – Defense Advanced Research Projects Agency; "Cybersec"; $1,721,710. Matthew Might, Principal Investigator.

16. University of Utah – National Science Foundation; "A Climate of Innovation"; $1,201,339. April A. Kedrowicz, Principal Investigator.

17. University of Utah – National Science Foundation; "Core Computational Frameworks"; $1,181,666. Ganes H. Gopalakrishnan, Principal Investigator.

18. University of Utah – National Science Foundation; "METASCI2"; $1,162,634. Matthew Might, Principal Investigator.

19. University of Utah – National Science Foundation; "Haptic VR Terrain Display"; $1,052,550. Mark Andrew Minor, Principal Investigator.

20. University of Utah – National Science Foundation; "METCRAX 2.0"; $1,194,087. C. David Whitman, Principal Investigator.

21. University of Utah – US Department of Energy; "Snowpack Influences"; $1,049,100. David R. Bowling, Principal Investigator.

22. University of Utah – NIH National Heart Lung & Blood Institute; "Mediation and Health"; $1,586,558. Bert Uchino, Principal Investigator.

23. University of Utah – NIH National Human Genome Research Institute; "Utah Pediatrics Emerge"; $2,082,908. Joyce A. Mitchell, Principal Investigator.

24. University of Utah – National Institutes of Health; "Role of OCA-B"; $1,865,000. Roland D. Tantin, Principal Investigator.

25. University of Utah – National Institutes of Health; "Connectivity and Hypoxia"; $1,863,750. Joshua Leitch Bonkowsky, Principal Investigator.

26. University of Utah – National Institutes of Health; "Elastin epigenetics IUGR lung"; $1,602,875. Lisa Anne Joss-Moore, Principal Investigator.

27. University of Utah – VA Salt Lake City Health Care System; "Syndrome Surveillance Tools"; $1,576,800. Stephane Meystre, Principal Investigator.

28. University of Utah – NIH National Cancer Institute; "Coalition Healthier Community"; $1,500,000. Kathleen B. Digre, Principal Investigator.

29. University of Utah – CDC National Institute Occupational Safety & Health; "WHEEL"; $1,426,335. Maureen Murtaugh, Principal Investigator.

30. University of Utah – National Institutes of Health; "Glycine Receptor Suppression"; $1,263,573. Francis Edward Dudek, Principal Investigator.

31. University of Utah – NIH National Institute Child Health & Human Development; "$1,252,480. Heather Todd Keenan, Principal Investigator.

32. University of Utah – NIH National Library of Medicine; "Assist Patients Medicatin"; $1,118,750. Qing Treitler Zeng, Principal Investigator.

33. University of Utah – National Institutes of Health; "Linkage Analysis"; $1,118,750. Sandra Hasstedt, Principal Investigator.

34. University of Utah – University of Kentucky; "NSF Nanosystems ERC"; $2,280,000. Hamindreza S. Ghandehari, Principal Investigator.

35. University of Utah – National Science Foundation; "Multiscale Particle Dispersion"; $1,213,136. James R. Stoll II, Principal Investigator.

36. University of Utah – US Department of Energy; "Nuclear & EM Research"; $1,312,135. Krishnan S. Raja, Principal Investigator.

37. University of Utah – University of Idaho; "High Temperature Oxidation"; $1,091,994. Mano Misra, Principal Investigator.

38. University of Utah – National Institutes of Health; "Variation in Autism"; $3,763,374. Janet E. Lainhart, Principal Investigator.

39. University of Utah – National Institutes of Health; "Telomere Length"; $3,102,752. Steven C. Hunt, Principal Investigator.

40. University of Utah – NIH National Institute of Child Health and Human Development; "Parent Education Choice on NBS"; $2,866,841. Jeffrey R. Botkin, Principal Investigator.

41. University of Utah – NIH National Institute of Environmental Health Science; "Periconceptional Biomonitoring"; $2,424,488. Christina Porucznik, Principal Investigator.

42. University of Utah – National Institutes of Health; "High Altitude Adaptation"; $1,865,000. Lynn B. Jorde, Principal Investigator.

43. University of Utah – NIH National Institute of Neurological Disorders and Stoke; "IGTN2"; $1,109,890. A. Gordon Smith, Principal Investigator.

44. University of Utah – National Institutes of Health; "3D Imaging Grant R01"; $3,725,000. Julie R. Korenberg, Principal Investigator.

C. Grant Proposals - Revision

1. Utah State University – Missile Defense Agency; "Overhead Persistent InfraRed (OPIR) Support and Evaluation to Missile Defense Agency"; $-285,106.17. Bruce Guilmain, Principal Investigator.

D. Awards

1. Utah State University – Department of Health and Human Services; "National Resource Center for Early Hearing Detection and Intervention Programs"; $1,764,685. Karl White, Principal Investigator.

2. Utah State University – Center for Persons with Disabilities; "Kansas Technical Assistance"; $1,398,080. John Copenhaver, Principal Investigator.

3.  Utah State University – Kellog Foundation; "New Mexico K-3 Plus Extended School Year Validation Study (101008)"; $1,000,000. Cythia Rowland, Principal Investigator; Linda Goetze, Damon Cann, Margaret Lubke, Co-Investigators.

4.  Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 6"; $1,272,630. Darin Partridge, Principal Investigator.

5.  Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (AF DCGS) Virtual Imagery Processing System (VIP-C)"; $4,900,000. Glen Wada, Principal Investigator.

6.  Utah State University – NIFA National Institute of Food & Ag (Formerly CSREES); "Implementation of Western Region Sustainable Agriculture Research and Education"; $3,147,346. Phil Rasmussen, Principal Investigator.

7.  Utah State University – Missile Defense Agency; "Characterization of Sensors for the Airborne Infrared (ABIR) Program"; $1,251,000. Deon Dixon, Principal Investigator.

8.  Utah State University – Missile Defense Agency; "Unmanned Aerial Vehicles (UAV) Flight Test Center – Phase 2"; $3,384,000. Doug Jewell, Mike Fisher, Program Managers.

9.  University of Utah – National Science Foundation; "University of Utah Cemri"; $2,000,000. Anil Virkar, Principal Investigator.

10. University of Utah – National Science Foundation; "Dimensions – INGA"; $1,999,882. Thomas A. Kursar, Principal Investigator.

11. University of Utah – National Institute of General Medical Science; "HIV/Host Interactions"; $3,523,308. Wesley I. Sundquist, Principal Investigator.

12. University of Utah – VA Salt Lake City Health Care System; "Syndrome Surveillance Tools"; $1,543,680. Stephane Meystre, Principal Investigator.

13. University of Utah – Health Resources & Services Administration; "EMSC CDMCC"; $1,500,000. J. Michael Dean, Principal Investigator.

14. University of Utah – US Department of Energy; "Georthermal Raft River"; $1,425,266. Joseph N. Moore, Principal Investigator.

15. University of Utah – NIH National Cancer Institute; "Telephone Linked Care"; $1,191,836. B. Kathleen Mooney, Principal Investigator.

16. University of Utah – National Science Foundation; "Telescope Array Baseline"; $1,163,788. Pierre Sokolsky, Principal Investigator.

17. University of Utah – NIH National Cancer Institute; "SEER"; $1,660,118. Antoinette MR Stroup, Principal Investigator.

18. University of Utah – NIH National Heart Lung & Blood Institute; "Cardiac Genome Analysis"; $1,592,445. H. Joseph Yost, Principal Investigator.

19. University of Utah – Centers for Disease Control and Prevention; "ERC Training Grant"; $1,532,794. Kurt Timothy Hegmann, Principal Investigator.

20. University of Utah – National Highway Traffic Safety Administration; "NEMSIS Tech. Assist. Ctr."; $1,500,000. Newell C. Mann, Principal Investigator.

21. University of Utah – NIH National Center for Research; "Bioelectric Field Modeling, Simulation and Visualization"; $1,040,367. Christopher R. Johnson, Principal Investigator.

E. Academic Items Received and Approved

1. Program Restructure
   Snow College – Certificate of Completion in Practical Nursing

2. Transfer
   Utah State University – Department of Computer Science transfer to College of Engineering

3. New Programs
   Utah Valley University – Emphasis in Applied Mathematics

4. New Centers
   a. University of Utah – Center for Cell and Genome Sciences
   b. University of Utah – Center for Extreme Data Management Analysis and Visualization
   c. Utah State University – Center for Entrepreneurial Excellence
   d. Utah State University – School of Veterinary Medicine
   e. Utah Valley University – Center for Constitutional Studies

5. Name Change
   a. Utah Valley University – Emphasis in Pure Mathematics to Emphasis in Mathematics
   b. Utah State University – Department of Art to Department of Art and Design

6. Discontinue
   a. Utah Valley University – Emphasis in Electrical Construction Apprentice
   b. Utah Valley University – Emphasis in Electrical Union Apprentice

_____

William A. Sederburg, Commissioner

WAS/KLS
Attachment

STATE BOARD OF REGENTS MEETING
DIXIE STATE COLLEGE, DIXIE, UTAH
SEPTEMBER 15 & 16, 2011

Contents of Minutes

CONFERENCE CALL
SEPTEMBER 22, 2011

Contents of Minutes

CONFERENCE CALL
OCTOBER 3, 2011

Contents of Minutes

STATE BOARD OF REGENTS
ENTRADA, ST. GEORGE
SEPTEMBER 15, 2011

RETREAT
MINUTES

Regents Present                                    Regents Excused
David J. Jordan, Chair                             Keith M. Buswell
Bonnie Jean Beesley, Vice Chair                    Meghan Holbrook
Daniel W. Campbell                                 Carol Murphy
Wilford W. Clyde                                   John H. Zenger
France A. Davis
James T. Evans
Katharine B. Garff
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
David E. Smith
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger


Office of the Commissioner
William A. Sederburg, Commissioner
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
Andrew J. Stone, Special Assistant to the Commissioner
Jeff Aird, UCAP Program Manager

Institutional Presidents
David W. Pershing, Senior Vice President for Academic Affairs, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University

Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Christopher Picard, Provost, Salt Lake Community College

Others Present
Ellen Chaffe, Association of Governing Boards
Randy Shumway, President, Cicero

The Retreat began at 1:00 p.m. and concluded at 5:00 p.m. The Regents and Presidents discussed the Higher Ed Utah 2020 Plan, Randy Shumway presented the results of the Prosperity 2020 survey, and Ellen Chaffee facilitated a board evaluation discussion. The Regents and Presidents attended an evening dinner and show at Tuacahn.

STATE BOARD OF REGENTS
DIXIE STATE COLLEGE, ST. GEORGE, UTAH
KENNETH N. GARDNER STUDENT CENTER
SEPTEMBER 16, 2011

COMMITTEE OF THE WHOLE
MINUTES

Regents Present
David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Keith M. Buswell
Daniel W. Campbell
Wilford W. Clyde
France A. Davis
James T. Evans
Katharine B. Garff
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
David E. Smith
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer

Regents Excused
Meghan Holbrook
Carol Murphy

John H. Zenger

Office of the Commissioner

William A. Sederburg, Commissioner
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
Blair Carruth, Assistant Commissioner for Academic Affairs
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Ralph Hardy, Special Assistant for Finance and Facilities
Paul Morris, Assistant Commissioner for Budget and Planning
Andrew J. Stone, Special Assistant to the Commissioner
Jeff Aird, UCAP Program Manager
Stephanie Davis, Assistant Commissioner for Administrative Services

Institutional Presidents

David W. Pershing, Senior Vice President for Academic Affairs, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Christopher Picard, Provost, Salt Lake Community College

Others Present

Stan Plewe, Vice President for Administrative Services, Dixie State College
George Whitehead, Associate Vice President for Cultural Affairs, Dixie State College
Joe Peterson, Chancellor, Utah State University Eastern
Raymond T. Coward, Executive Vice President and Provost, Utah State University
Bradley J. Cook, Provost, Southern Utah State University
Chuck Wight, Dean, Graduate School, University of Utah
Arnold B. Combe, Vice President for Administrative Services, University of Utah
Cathy Anderson, Associate Vice President for Academic Affairs, University of Utah
Michael G. Perez, Associate Vice President for Facilities Management, University of Utah
Bill Byrnes, Associate Provost and Dean, Graduate Studies, Southern University of Utah
Victor Hasfurther, Dean, School of Science & Technology, Dixie State College
Donald Hinton, Dean, School of Arts & Letters, Dixie State College

Brenda Sabey, Dean, School of Education, Dixie State College
Gail Smith, Trustee, Dixie State College
Mike Sheffield, Student Body President, Dixie State College
Mark Halverson, Weber State University
Ian Wilson, Vice President for Academic Affairs, Utah Valley University
Donna Dillingham-Evans, Executive Vice President for Academic Services, Dixie State College
Daphne Selbert, Dean/Director, Library, Dixie State College
Marvin Dodge, Vice President of Finance and Administrative Services, Snow College
Gary Smith, Vice President for Academic Affairs, Snow College
Spencer Pratt, Office of the Legislative Fiscal Analyst
Dorian Page, Vice President for Finance and Facilities, Southern Utah University
Linda Makin, Chief Officer – Planning/Budget/Policy, Utah Valley University
Gary Koeven, CIO/Dean of Information Services, Dixie State College
Dave Cowley, Vice President for Business and Finance, Utah State University
Norman C. Tarbox, Vice President for Administrative Services, Weber State University
Kathie Debenham, Associate Vice President, Academic Programs, Utah Valley University
Gerald Williams, Assistant Professor, Dixie State College
William Christensen, Dean, School of Business, Dixie State College
Philip B. Lee, Business Department Chair, Dixie State College

The Regents began the day with a breakfast meeting at 7:30 a.m. in the Ballroom. It was moved and seconded to move into executive session to discuss personnel matters. The motion passed unanimously. The meeting was adjourned at 9:00 a.m.

The Regents met in board committees from 9:15 – 10:45 a.m. Chair Jordan called the Regents to order in the Committee of the Whole at **11:00 a.m.**

## Reports of the Committee Chairs

Programs/Planning Committee

Revision of Regents' Policy R411, Cyclical Institutional Program Reviews (Tab A)
Regents Policy R411 has undergone revisions to improve the matrix used to request institutional data which is critical to the Regent's assessment of the viability of current programs. **It was moved by Regent Zenger and seconded by Regent Davis to approve the redesigned "data table". The motion carried unanimously.**

Southern Utah University – Mission Statement Revision (Regents' Policy R312 Revision (Tab B)
**It was moved by Regent Zenger and seconded by Regent Smith to approve the revised mission statement for Southern Utah University, Regents' Policy R312. The motion carried unanimously.**

Utah State University – Master of Education in Instructional Leadership (Tab C)
Dixie State College – Bachelor of Art/Bachelor of Science in Criminal Justice with Emphasis in Criminology and in Digital Forensics (Tab D)
Salt Lake Community College – Associate of Applied Science in Fashion Design and Merchandising with Emphasis in Fashion Design, in Fashion Merchandising and in Technical Apparel Design (Tab E)
Salt Lake Community College – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot, Fixed-Wing (Tab F)
Salt Lake Community College – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot, Rotor-Wing (Tab G)
Dixie State College – Emphasis in Theatre Education (Secondary Education) in Bachelor of Art/Bachelor of Science Theatre (Tab H)
Regent Zenger reported that the Programs/Planning Committee approved all of these new programs. **It was moved by Regent Zenger and seconded by Marlon Snow to approve the new programs for Utah State University, Dixie State College, and Salt Lake Community College outlined in Tabs C, D, E, F, G and H. The motion carried unanimously.**

University of Utah and Utah Valley University - Three-Year Reports (Tab I)
Regent Zenger reported that the Programs/Planning Committee received and accepted without reservation three year reports from University of Utah's Bachelor of Science in Athletic Training and Minor in Political Science and Utah Valley University Associate of Applied Science in Technology and Master of Education. However, after a long discussion the committee has requested that Utah Valley University's (UVU) Bachelor of Science in Dental Hygiene return in one-year with another report. Regent Zenger reported that Dental Hygienists are not signing up for the program, those in the program are not staying in the field, and the cost of the program is higher than anticipated. **It was moved by Regent Zenger and seconded by Regent Smith for the Board of Regents to approve the committee's acceptance of the reports and the request for a one-year report from UVU's Dental Hygiene program. The motion carried unanimously.**

Finance/Facilities Committee

Weber State University – Peer Institution List (Tab K)
The Peer Institution List for Weber State University has been reviewed by the Finance/Facilities Committee. **It was moved by Regent Karras and seconded by Regent Stoddard to approve the Peer Institution List for Weber State University. The motion carried unanimously.**

Weber State University – Property Transactions for Continuing Education Programs (Tab L)
Weber State University has requested approval of two related property transactions, first the purchase of a property nearly contiguous to the northeast corner of the WSU Davis Campus, and second the sale of the WSU owned building located in Layton at 915 West Gordon. **It was moved by Regent Karras and seconded by Regent Zenger to approve the property transactions. The motioned carried unanimously.**

Adoption of Policy R566 Presidential Travel Oversight (Tab M)
Policy R566 has been developed to formally address oversight of presidential travel. The policy includes the delegation of oversight to the Boards of Trustees and the submission of a semi-annual report detailing

travel expenditures. **It was moved by Regent Karras and seconded by Regent Marquardt to approve adoption of policy R566. The motion carried unanimously.**

Revision of Policy R912 – Transfer of System Institution Employees to the Office of the Commissioner (Tab N)
The current policy permits employees who leave employment at a USHE institution and transfer to the Office of the Commissioner (OCHE) to choose the option of retaining insurance and retirement benefits with the institution they left. The revision of Policy R912 would eliminate disparate benefits and create balance within the institutions and OCHE by transferring new employees to the University of Utah payroll system where they will receive all benefits provided to OCHE employees. **It was moved by Regent Karras and seconded by Regent Pitcher to approve the revisions to R912. The motion carried unanimously.**

Revision of Policy R993 – Records Access and Management Policy for the Office of the Commissioner (Tab O)
The revisions to Policy R993 are to update OCHE's policy on records access and management to current practices. **It was moved by Regent Karras and seconded by Regent Pitcher to approve the revision of R993. The motion carried unanimously.**

Revision of Policies R992, R926, R985 – Policies Relating to Information Security and Technology for the Office of the Commissioner of Higher Education (OCHE) (Tab P)
The revision of policies R992, R926, R985 are to update language and security control for OCHE information technology and security. Regent Karras reported that the committee recommended first, that Eric Denna, Information Technology Chief for the system should be aware of this; second, that the fall audit meetings should review this; third, staff work with the CIOs to make sure USHE is approaching this uniformly throughout the system. **With these recommendations in mind, it was moved by Regent Karras and seconded by Regent Campbell to approve the revisions as outlined. The motion carried unanimously.**

Regent Karras reported on the progress report of the USHE Space Study to which the final report will be presented at November's meeting. He mentioned that the NCHEMS Funding Equity Study under information would be covered in the Commissioner's report. Finally Regent Pitcher drew the attention of the Regents to the information items: the Sale of University of Utah Hospital Revenue Bonds for Acquisition of the South Jordan Health Center Facility, and the Sale of Southern Utah 2011 Series Revenue Bonds to Refinance Series 2003 Housing Revenue Bonds. Regent Karras concluded the committee report.

Chair Jordan introduced Wilford Clyde who has been appointed by the Governor to the Utah State Board of Regents, but his position has not yet been approved by the Senate. Wilford Clyde will be sworn in at November meeting following his Senate approval.

Administration of Oath of Office to Regent Robert Prince

Having been appointed by the Governor and confirmed by the Senate, Chair Jordan administered the oath of office to new Regent Robert W. Prince.

General Consent Calendar (Tab U)

**On a motion by Regent Stoddard and seconded by Regent Theurer, the following items were approved on the Regents' General Consent Calendar:**

A.  Minutes – Minutes of the Regular Board Meeting held July 15 at Utah State University, Logan, Utah
B.  Grant Proposals
C.  Awards
D.  Academic Items Received and Approved

Chair Jordan deferred the Report of the Chair.

Presidential Salary Increases (Tab V)

Chair Jordan reported that a consultant has been hired to assist with the presidential search of the University of Utah. In conversations with the consultant he has expressed the view that the current salary at the University of Utah is not as competitive as it ought to be. Chair Jordan reminded the Regents that in the presidential market Utah competes with institutions around the country, in a true capitalist market with supply and demand with the market setting the price. If the institutions want to stay competitive and attract the best leaders, the presidential salaries need to stay competitive within the market. Chair Jordan reported that the Commissioner's Office undertook a study to compare presidential salaries to their counterparts at peer institutions. The results are that none of the presidents' salaries are within average of their peers, with many less than 30 percentage points the median. This is problematic in terms of retention and recruitment. He explained that while it is not politically easy for presidents to accept pay raises - particularly during budgetary constraints - for the sake of the institutions, the system must try to remain competitive. In addition, the Commissioner's Office is contracting a consultant to comprehensively determine creative ways to deal with presidential total compensation which will be reported in late spring 2012. **It was moved by Chair Jordan and seconded by Vice Chair Beesley to approve the presidential salary adjustments as outlined in the document distributed to the Regents. The motion carried unanimously.**

2012-2013 USHE Budget Request (Tab W)

Commissioner Sederburg explained the process of how the budget request took shape by gleaning feedback from Presidents and Regents. Associate Commissioner Gregory Stauffer explained the financial climate the Utah System of Higher Education finds itself in. Paul Morris, Assistant Commissioner for Budget and Planning, discussed the five main areas of the budget request which included compensation, mission based performance funding, excellence and efficiency in education, operational imperatives – O & M for non-state funded projects, and USHE Programs. The 2012-2013 budget request totals a approximate 7.6% increase over last year's budget. He also discussed the one-time requests, supplemental increases and the programs that are not officially on the USHE budget requests, but programs which USHE strongly supports.

Regent Karras asked for more information such as talking points in order to be an effective advocate. Chair Jordan called on Associate Commissioner Stauffer and Buhler to draw together talking points.

Associate Commissioner Stauffer agreed that it would be helpful to put together narrative which will help the Regents better understand the budget request.

Commissioner Sederburg added that the budget is the result of four components which are campus vs. state initiatives, Governor's Education Excellence Commission, mission based funding and state funding of ongoing programs.

Chair Jordan deferred the vote to approve this item until after the Commissioner's presentation.

<u>Change Agenda – Commissioner Sederburg</u>

**See attached** for the Commissioner's report on the Change Agenda.

**On a motion by Regent Zenger and seconded by Regent Snow the 2012-2013 USHE Budget Request (Tab W) was unanimously approved.**

<u>President Nadauld – Presentation on the State of Dixie State College</u>

President Nadauld presented on the celebration of Dixie State College's centennial and their focus on "AYB, Are You Building" which means building students and building for students, and what Dixie's second century will hold.

**The Committee of the Whole and Working Lunch ended at 1:00 p.m. upon where Regents were invited to a 30 minutes walking tour of the new Jeffery R. Holland Centennial Commons. Committee of the Whole reconvened at 1:30 p.m.**

<u>USHE – Institutional State-Funded Capital Development Projects for 2012-13</u> (Tab X)

Associate Commissioner Gregory Stauffer explained that the Regents role is ultimately to rank the projects after a lengthy analytical needs analysis process has been performed. Regent Marquardt reported, as the Chair of the Building Prioritization Committee, that since the end of August, Regent Stoddard, Regent Snow and he toured all eight building projects. Tuesday, September 20 the committee will meet to prioritize the ranking list and on September 22 will submit a recommendation to the Board of Regents via conference call for ratification. Once ratified the priority list will be submitted to the Office of the Governor, DFCM and the State Building Board, and the Legislature for approval and funding consideration. Ralph Hardy, Special Assistant for Finance and Facilities reported on the needs of space in higher education and the state of the state finances. The Regents then heard presentations on the following eight projects requesting 2012-2013 funding:

<u>Utah Valley University – Classroom Building</u>
President Holland presented on the proposed classroom building which will consist of about 250,00 square feet and will include 60 new classrooms varying in size of from accommodating 40 – 150. The facility is vitally needed to enable UVU to return to an acceptable level of square feet per FTE student and to

address the growing enrollment, which was identified as the top concern of the 2010 Commission of Colleges and Universities evaluation team. The project will cost an estimated of $50 million in state funds.

### Dixie State College – General Classroom Building

President Nadauld presented on the proposed general classroom building that will be a multi-story 170,000 square foot building which will serve as classroom and office space needed for expansion of existing programs and planned future programs. This is needed to accommodate the projected growth of 2000 FTE students during the next five years over the 2010 level of 6,203 FTE students. The project will cost an estimated $35 million in state funds.

### Southern Utah University – New Business Building

President Benson presented on the proposed new business building. Space for the School of Business has not been increased since 1980 despite increases in enrollment of 142% and faculty of 73%. The new building will include new classrooms, seminar rooms, computing labs, graduate assistant work areas, break out study rooms, an academic advising suite, faculty offices , and ROTC classrooms and offices. He announced that in addition to the $3 million gift, another donor has recently given $1 million. The project will cost an estimated total of $12 million - $4 million of which has been raised by SUU.

### Snow College – Science Building Addition & Renovation

President Wyatt presented on the proposed science building renovation and addition. The current building was constructed in 1972 and has many safety and code compliance issues; a large crack that runs the entire height of the building, and numerous ADA issues. The DFCM has since determined the existing issues can be correct and the space updated at a significantly reduced cost by remodeling the current building with a small addition. The project will cost an estimated $11.8 million in state funds.
Chair Jordan asked that Ralph Hardy provide the Regents before they meet again, a breakout showing what Snow's FTE is per space on the Ephraim campus and the Richfield campus and a combined number.

### Weber State University – New Science Lab Building

Vice President Norman Tarbox presented on the proposed new science lab building which will be built after the demolition of three buildings: the existing Science Lab Building built in 1969, and Buildings 3 and 4, which were built in 1954. The new building will add approximately 200,000 square feet of modern science labs and classrooms and would address safety, seismic, energy, and ADA issues. The project will cost an estimated $60 million in state funds.

### Utah State University – Brigham City Regional Campus Academic Building

President Albrecht presented on the proposal for the Brigham City Regional Campus Academic Building which will be built on new land in Brigham City approved by the Regents and purchased in January. The proposal is for the first building of the regional campus and will be approximately 60,000 square feet that will house classrooms, faculty and staff offices, and student support spaces. Brigham City has agreed to

bond for $7.5 million to help fund the project. The project will cost a total of $15 million, $7.5 of which will come from state funds.

Utah State University – College of Eastern Utah – Arts & Education Building
Chancellor Peterson presented on the proposal for a new Arts & Education Building which will replace three aging building: the Old Student Activity Center, Geary Theater, and the Music Building. These buildings have serious life safety, structural and ADA compliance issues. The new building would bring together theater, music and visual arts programs into one facility and enhance the gateway of the campus. The project will cost an estimated total of $23.8 million in state funds.

University of Utah – Major High Temperature Water and Electrical Infrastructure Senior Vice President Pershing and Associate Vice President Perez presented on the proposal of Infrastructure Phase 1 that includes two major infrastructure projects currently being addressed, for which an additional funding of $99 million is needed for the High Temperature Water Distribution Replacement ($13.3 million) and the Electrical Distribution System Replacement ($85.7 million). Both systems are suffering from major deterioration and have experienced multiple failures per year over the past several years, resulting in risks that include: safety, financial losses in research, and damage to buildings. The University of Utah is asking for $50 million in state funds for this project.

USHE – Institutional Non-State Funded Capital Development Projects & Land Bank Requests for 2012-13
(Tab Y)

The Regents also heard presentations for other capital development projects which included projects to be built entirely with non-state funds and land bank purchases for future expansion.

Dixie State College – Land Bank Request
Vice President Stan Plewe presented DSC's land bank requests for several pieces of property adjacent to campus.

Southern Utah University – Land Bank Request
Vice President Dorian Page presented on SUU's land bank requests for a few pieces of property either proximate or contiguous to campus. Cedar City has agreed that SUU could expand to the north of its campus. Right now the cost of property in Cedar City is low and it is a good time to acquire property.

Weber State University - Non-state Funded Request
Vice President Norman Tarbox presented on two projects. One of these, the Stromberg Center Addition - was approved at the May 20th Regents meeting. WSU will move forward with the legislature on this. The other is the second worst building on campus - the Social Sciences Building. WSU cannot wait eight to ten years for state-funding to renovate this building, and will try to find other sources of funding of $20 million. WSU's request is for $379,475 in state funded O & M.

Utah State University – Non-state Funded Request

Vice President Dave Cowley presented on the Blanding Housing Project on the San Juan campus. The proposed project will add a new residence hall on campus providing approximately 75 new beds needed to accommodate the growth of the campus and limited living options. The source of funding is bonding for $4 million which will be paid for by ongoing housing rental income.

University of Utah – Non-state Funded Request

Senior Vice President Pershing and Associate Vice President Perez presented on several projects which include the following: HPER Parking Structure funded by bonding backed by parking revenues, Health Sciences Center (HTC) Parking Structure which are funded by bonding backed by parking revenues, the International Building funded by donor and other institutional funding, the University Orthopedic Center Phase II Expansion supported by clinical revenues, and S.J. Quinney College of Law Replacement funded by donations and other intuitional revenues. Senior Vice President Pershing added that on many of these projects, the University of Utah cannot wait for state funding, therefore asking permission to proceed with non-state funding.

The Regents were reminded of the conference call on September 22, 2011 at 3:30 pm to ratify the priority of the state funded project proposals and to approve the non-state funded and land bank request proposals.

Chair Jordan **adjourned the meeting at 3:26 p.m.**

_____

Kirsten Schroeder, Executive Secretary

Date Approved:
Attachment

William A. Sederburg

# State Board of Regents

**Dixie State College**

**September 16, 2011**

UTAH SYSTEM OF HIGHER EDUCATION

*Building a Stronger State of Minds*

1620- Mayflower departs England

1853- First Steinway piano was sold

1908- William Durant creates General Motors

UTAH SYSTEM OF HIGHER EDUCATION

2011 DSC graduate-

"At the  time I didn't really know what was going on. I was in the sixth grade, but I've come to understand now exactly what happened  and how it affected everyone."

- Charity Spencer

# Student Body Presidents

# Robert W. Prince, DDS

## St. George, UT

- Orthodontist

- Graduate of Dixie College and University of Southern California

- Past member- Dixie College Alumni Association

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# Wilford Clyde

## Springville, UT.

- President & CEO of Clyde Companies Inc.

- Mayor- Springville, UT.

- Graduate of Brigham Young University

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## Quick Update

- CDP Tour

- StepUpUtah- Ad Campaign

- Roles & Authorities Orientation

- Washington DC Trip

- UCAP Strategic Planning Working Session

## Upcoming Events

- Regents' Board Meeting- Building Priorities
  Sept. 22$^{nd}$ 3:30 - 5:00

- Regent Working Session- Change Agenda 2012-
  Oct. 13$^{th}$ 11:00 - 1:00

- Governor's meeting w/ Board of Regents
  Oct. 27$^{th}$ 12:00 - 1:30

- Board of Regents Meeting, Utah Valley
  University- November 18$^{th}$

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# Overview of Debt Crisis- Impact on Pell Grants

**Utah State Board of Regents**
September 16, 2011

**Impact on Pell Grants:**
Overview of Debt Crisis

David A. Feitz
Executive Director
Utah Higher Education Assistance Authority

# David Feitz

## Executive Director, UHEAA

uheaa®

UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY

# Lumina Foundation Grant- Update

- Lumina Grant of 390k in 2011

- Created to develop learning outcomes and competencies for each degree level- associate's, bachelor's, & master's

- Aligned with employer needs

- History & Physics- Ongoing

- General Education Math & Elementary Education to Begin

  - Will align with K12 Common Core Standards

*Upcoming Majors' meetings September 30[th]

# Report on One Time Funds
# "Change Agenda"

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## Utah System of Higher Education

$5.5 Million "Change Agenda"

- Mission Based Funding

- Data Integration Project

- UtahFutures.org

- Utah Business Education Support Trust (UBEST) Project

- Utah Cluster Acceleration Program (UCAP)

- Technology-Intensive Concurrent Enrollment

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## Utah System of Higher Education

Mission Based Funding- SB 97 of 2011

- $1 Million

- $50,000 for study of institutional funding, including equity – Dr. Dennis Jones

- $950,000 to Board of Regents for eight institutions' initiatives for Participation, Completion and Economic Development

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# NCHEMS Study

- Legislative action would provide an annual appropriation for an equity adjustment

  - Research-                    55% state / 45% student
  - Regional-                    60% state / 40% student
  - Community College-    70% state / 30% student

- Does Not Recommend Redistribution

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# Equity Formula

Formula: Target % - Current % = difference x FTE

| | Target (%)* | Current (%) | Percentage Gap | FTE (09-10) | Gap * FTE | Proportion | Allocation |
|---|---|---|---|---|---|---|---|
| | | | | | | | 6,000,000.00 |
| **Research** | | | | | | | |
| University of Utah | 0.550 | 0.629 | -7.90% | 26,847 | 0 | | |
| Utah State University | 0.550 | 0.725 | -17.50% | 17,593 | 0 | | |
| | | | | | | | |
| **Regional** | | | | | | | |
| Weber State University | 0.600 | 0.538 | 6.20% | 14,070 | 872 | 0.14 | 881,299.88 |
| Utah Valley University | 0.600 | 0.478 | 12.20% | 19,032 | 2283 | 0.38 | 2,306,448.90 |
| Southern Utah University | 0.600 | 0.585 | 1.50% | 6,476 | 129 | 0.02 | 130,324.97 |
| Dixie State College | 0.600 | 0.578 | 2.20% | 5,625 | 112 | 0.01 | 113,150.36 |
| | | | | | | | |
| **Community College** | | | | | | | |
| Salt Lake Community College | 0.700 | 0.571 | 12.90% | 19,567 | 2543 | 0.42 | 2,569,119.38 |
| Snow College | 0.700 | 0.791 | -9.10% | 3,134 | 0 | | |
| | | | | | | | |
| Total FTE GAP as Weighted | | | | | 5,939 | | |
| | | | | | | | |

# NCHEMS Study

- Policy Implications
    - Establish tuition perspective
    - Set target by mission
    - Considers mix of tuition and state funds

- Refinements
    - Regional Campuses
    - Community College/Regional University mix

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# Mission Based Funding

- SB 97 of 2011 – Sen. Urquardt

  - 50%  -  Enrollment Growth

  - 50%  -  Mission Specific Initiatives
    Participation
    Completion
    Economic Development

# MBF: Participation

- Recruiting & retaining female students by establishing a women's success center (UVU- $21,400)

# MBF: Completion

- E-student service delivery project (USU- $173,700)

- Additional distance delivery courses (WSU- $88,900)

- Helping underrepresented and all undergraduate populations through changing delivery formats (SUU- $42,600, UVU-$65,000, & DSC- $30,200)

- Convene a "Complete College Utah" summit to share institutional retention practices (OCHE- $20,000)

# MBF: Economic Development

- Enhanced research productivity allowing researchers to spend more time on research and less on administrative duties (U of U- $248,700)

- Enhancing student access to internships and employment (Snow- $27,200)

- Strengthen the college's foundation of contemporary equipment and digital supplies (SLCC- $90,700)

# Data Integration Project- $250,000

- Collaboration among USHE, DWS, UCAT, and USOE

- RFP posted for consulting services

- Objective to produce a multiagency supported report regarding Utah's future workforce needs and opportunities

# UtahFutures.org Update

- UtahFutures.org Steering Committee created

- Executive Steering Committee Chair

- RFP- Market Survey

- Focus Groups- U of U, CATE

- Gap Analysis

- Enhancements
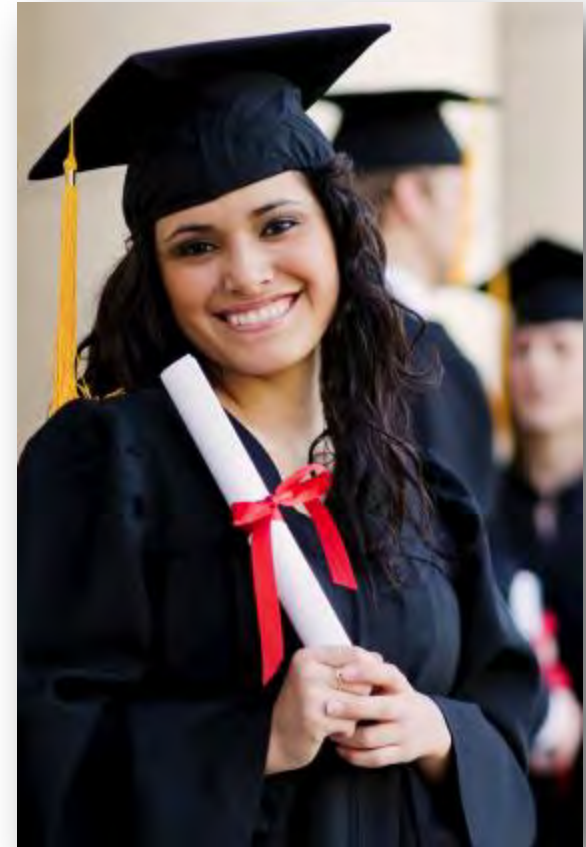
# Utah Business Education Support Trust (UBEST)- $500,000

- UBEST

    Led by business leaders

    Coordinated by SLCC

- Robust website for business engagement with education

    Currently under construction at SLCC

# Economic Development (UCAP)- $750,000

- Projects

  - Life Science (Westminster, U of U)

  - Digital Media (UVU)

  - Health Care (WSU & U of U)

- Upcoming Projects

  - First regional/rural, competency based projects at DSC, SUU and USU-Eastern

  - Snow College is completing "stewardship audit"

*"UCAP is transformational in how Snow College approaches economic development in central Utah."*

*- President Scott Wyatt*

# Economic Development (UCAP)- $750,000

- Best practice for community colleges by the White House

- New industry-driven programs and curriculum in aerospace, energy, and digital media

- Entrepreneurial ecosystems in rural regions

- Key partner in the State Science, Technology, and Innovation plan

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# Technology- Intensive Concurrent Enrollment- $2.4 million

- Hybrid format (online & class)

- General education courses

- State-of-the-art resources (open access material)

- State assessment of student achievement on essential learning outcomes

# Technology- Intensive Concurrent Enrollment- $2.4 million

- Led by Dr. Chuck Wight, Dean of the Graduate School & Professor of Chemistry

- Teams of USHE faculty, high school teachers, and Utah State Office of Education (USOE) curriculum specialists have been formed to achieve course design and implementation

# Technology- Intensive Concurrent Enrollment- $2.4 million

- Three demonstration sites up and running by January 1, 2012

- Six courses and lead institution for each are:

   ART 1010 (Intro to Visual Arts)– DSC
   ENGL 1010 (Intro to Writing)– WSU
   CHEM 1010 (Elementary Chemistry)– UU
   MATH 1010 (Intermediate Algebra)– DSC
   MATH 1030 (Quantitative Reasoning)– UU
   PSY 1010 (Intro to Psychology)– USU

All courses available for enrollment in Fall 2012

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# Technology- Intensive Concurrent Enrollment- $2.4 million

- Goal is to have 30 credits of General Education offered through Technology-Intensive Concurrent Enrollment

- Will help define general education requirements and standards

# Higher Education 2020 – 2012 Report

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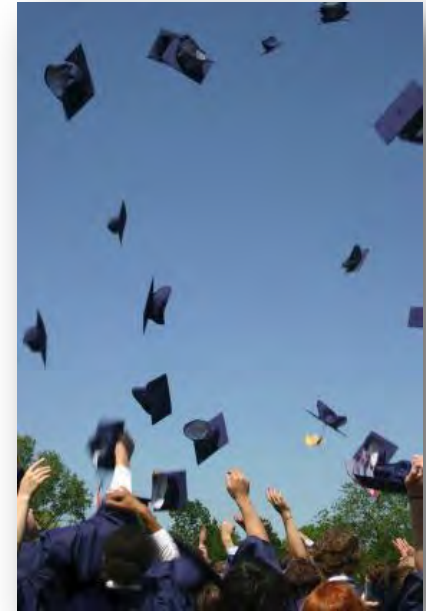
# Plan 2012

- Advocacy

- Mission Based <u>Performance</u> Funding

- Technology Intensive Concurrent Enrollment

- Job Creation Initiatives

- Outcomes Based Learning

Plan 2012 Working Session- Oct. 13th 11:00- 1:00





UTAH SYSTEM OF HIGHER EDUCATION

# Thank You

STATE BOARD OF REGENTS
VIA CONFERENCE CALL
SEPTEMBER 22, 2011


SPECIAL MEETING OF THE COMMITTEE OF THE WHOLE


<u>MINUTES</u>


<u>Regents Present</u>                                    <u>Regents Excused</u>
David J. Jordan, Chair                              Keith Buswell
Bonnie Jean Beesley, Vice Chair                     James T. Evans
Daniel W. Campbell                                  Carol Murphy
France A. Davis
Katharine B. Garff
Meghan Holbrook
Nolan E. Karras
Thomas Leavitt
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
David E. Smith
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger


<u>Office of the Commissioner</u>
William A. Sederburg, Commissioner
David Buhler, Associate Commissioner for Public Affairs
Cameron Martin, Associate Commissioner for Economic Development and Planning
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Holly Braithwaite, Director of Communications
Ralph Hardy, Special Assistant for Finance and Facilities
Loreen Olney, Executive Assistant for Finance and Facilities


<u>Institutional Representatives</u>
Michael G. Perez, Associate Vice President Facilities Management, University of Utah
Norman C. Tarbox, Vice President Administrative Services, Weber State University
President Michael T. Benson, Southern Utah University
President Scott L. Wyatt, Snow College
President Matthew S. Holland, Utah Valley University

Val Peterson, Vice President Finance and Administration, Utah Valley University

Media
Kevin Opsahl, The Herald Journal
Kevin Jenkins, The Spectrum

State of Utah
Richard Amon, Legislative Fiscal Analyst for Capital Facilities

The conference call came to order at 3:30 p.m., role was called and a quorum established. Chair Jordan turned the time over to Regent Marquardt, Chair of the Buildings Priority Task Force. Regent Marquardt explained that the purpose of the special meeting of the Regents was to approve the prioritization of the State-funded Projects, approve the Non-state Funded project requests, and approve the Land Bank Requests.

### State-funded Projects

Regent Marquardt described the process that led the Task Force to recommend prioritization order of the State-funded Projects. The Task Force assigned Regents' Guideline and Discretionary points to each project, and in addition to the scoring points which included analysis, other funds, life safety, institution priority, and function, the Task Force unanimously recommended the following order of prioritization:

1. University of Utah Infrastructure - Phase 1
2. Weber State University - New Science Building
3. Snow College - Science Building Renovation/Expansion
4. Utah Valley University - Classroom Building
5. Southern Utah University - New Business Building
6. Utah State University - CEU - Arts and Education Building
7. Utah State University - Brigham City - Academic Building
8. Dixie State College - General Classroom Building

Regent Marquardt reported that since the prioritization list was assigned on September 20, Southern Utah University (SUU) has received an additional $1 Million to their $3 Million donation for the new business building. **Regent Marquardt recommended that two additional "other funds points" be assigned to SUU, subject to the verification of receipt of those funds, however this would not change their overall ranking.** President Benson added that the SUU building was approved to begin with planning using the private donations which have been raised.

**Regent Marquardt moved the Regents adopt the projects in the rank order listed above for submission to the State Legislature and the Governor for funding consideration. Regent Zenger seconded.**

Regent Holbrook substituted a motion that the institutions be prioritized in the following order:

1. University of Utah Infrastructure – Phase 1
2. Weber State University - New Science Building and Snow College - Science Building Renovation/Expansion
4. Southern Utah University - New Business Building
5. Utah Valley University - Classroom Building
6. Utah State University – CEU - Arts and Education Building
7. Utah State University - Brigham City - Academic Building
8. Dixie State College - General Classroom Building

Regent Davis seconded if Regent Holbrook would move SUU and UVU to tie at four. Regent Holbrook accepted. Regent Marquardt recommended the Regents stick with the list as outlined in the packet. The Task Force discussed ties done in the past and the consensus was that it didn't serve the process well.

**The question was called for Regent Holbrook's substitute motion. Regents Prince, Holbrook, and Davis voted for the motion and 11 Regents voted against the motion. The motion failed.**

**The original motion was called for. 11 Regents voted for the motion, Regents Prince, Holbrook, and Davis voted against the motion. The motion carried.**

Chair Jordan asked Associate Commissioner Gregory Stauffer to verify SUU's donation and apply the extra two points.

## Non-state Funded Projects

Regent Marquardt explained that three institutions: the University of Utah, Utah State University, and Weber State University are requesting approval to receive authorization to plan, design, and construct facilities. These projects are funded with non-state funding, either with private donations,or bonding from a stream of revenue such as parking fees and housing. **It was moved by Regent Marquardt and seconded by Regent Garff to recommend the projects outlined below to be built with non-state funds to the legislature for authorization to plan, design, and construct the facilities.**

- **University of Utah - International Building**                          O&M
- **University of Utah - Orthopedic Center Phase II Expansion**           Bonding
- **University of Utah - Quinney College of Law Building**                O&M
- **University of Utah - HPER Parking Terrace**                           Bonding
- **University of Utah -  Health Sciences Center Parking Terrace**        Bonding
- **University of Utah - Dee Glen Smith Athletic Center Expansion**       Bonding
- **Weber State University - Social Sciences Building Renovation**        O&M
- **Weber State University - Stromberg Center Addition**                  Bonding

It was further moved by Regent Marquardt that the Regents ask for legislative authorization to allow the institutions to bond for the funds to build the facilities indicated and to give institutions with projects indicated that qualify under Regents policy to seek state-funded O&M support. The motion carried unanimously.

<div align="center">Land Bank Requests</div>

Regent Marquardt explained that there are three institutions that have land bank requests, Utah State University, Southern Utah University and Dixie State College. **It was moved by Regent Marquardt and seconded by Regent Davis to recommend without prioritization the land-bank requests included in the September 16, 2011 Board agenda materials for the following institutions in the amounts indicated to the State Legislature and the Governor for funding consideration by the legislature:**

- **Utah State University $20,500,000**
- **Southern Utah University $2,720,000**
- **Dixie State College $10,160,000**

**The motion carried unanimously.**

**It was moved by Regent Marquardt and seconded by Regent Snow to move into Executive Session for the purpose of discussing personnel matters. The motion carried.**

The Regents met in Executive Session for the purposes of discussing personnel until adjournment at 4:49 p.m.

STATE BOARD OF REGENTS
VIA CONFERENCE CALL
OCTOBER 3, 2011


SPECIAL MEETING OF THE COMMITTEE OF THE WHOLE


<u>MINUTES</u>


<u>Regents Present</u>                                    <u>Regents Excused</u>
David J. Jordan, Chair                              Keith Buswell
Bonnie Jean Beesley, Vice Chair                     Daniel W. Campbell
James T. Evans                                      France A. Davis
Meghan Holbrook                                     Katharine B. Garff
Carol Murphy                                        Nolan E. Karras
Robert W. Prince                                    Thomas Leavitt
David E. Smith                                      Robert S. Marquardt
Marlon O. Snow                                      Jed H. Pitcher
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger


<u>Office of the Commissioner</u>
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
Phyllis C. Safman, Assistant Commissioner for Academic Affairs


<u>Institutional Representatives</u>
Snow College, President Scott L. Wyatt
Utah Valley University, Linda Makin, Chief Officer – Planning, Budget and Policy


<u>Media</u>
Several media representatives were also present.

The Regents were called to order at 9:03 a.m. The role was called and while a quorum was being established Phyllis (Teddi) C. Safman reported on the September 30th Major's Meetings and Dave Buhler reported on the upcoming legislative briefings. At 9:08 a.m. a quorum was declared.

<div align="center">Deferral of Action on Presidential Salaries</div>

Chair Jordan described the purpose of the special meeting of the Board of Regents, which was to consider a recommendation following a letter received by Governor Herbert requesting the Board "hold off on salary increases pending the results of the study". **It was moved by Regent Holbrook and seconded by Regent Snow to defer the presidential salary adjustments approved on September 16, 2011 until after completion of the previously authorized study. The motion carried unanimously.**

Commissioner Sederburg reported that an RFP would be prepared to go out in the next month seeking a national response to study the salary issue. The study would most likely not get underway until after the first of the year, and a report would be likely in the spring.

The Commissioner also reminded the Regents of upcoming events, the October 13th Regent Work Session and the October 27th lunch with the Governor.

The meeting was adjourned 9:11 a.m.

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Kirsten Schroeder, Executive Secretary

Date Approved:

UTAH SYSTEM OF
HIGHER EDUCATION
*Building a Stronger State of Minds*<sup>SM</sup>

November 9, 2011

## MEMORANDUM

TO:        State Board of Regents

FROM:      William A. Sederburg

SUBJECT:   Utah Valley University - Technology Strategy

### Issue

With the growing expectation that technology will play an increasingly important role in the academic and administrative work of the Utah System of Higher Education (USHE) institutions, the question has been raised as to what the technology strategy is for each institution.

### Background

At an earlier meeting of the Board of Regents, the assignment was given to each of the USHE member institutions to present their technology strategy to the Regents. This presentation is the first of the USHE schools to do so.

In an effort to respond each of the USHE schools has embarked on answering the following sets of questions relative to their respective information technology organization:

1. Whom do we serve and what do they need to do?
2. What services do we provide so that they can do what they need to do?
3. How do we know we are doing a great job?
4. How do we provide the service?
5. How do we organize?

As the "do" form of these questions are answered, the focus turns to answering the "should" form of the questions. Ideally, answering these questions is done with the institution as a whole having answered the five questions in the form of a strategic plan. When such a plan is not available it is challenging to answer the five questions for the IT organization.

For USHE institutions this will be an iterative process given the dynamic nature of higher education and technology. UVU's presentation will be the first example of this effort. We are eager to receive feedback from the Regents in anticipation of all the other USHE institutions presenting their respective plans.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Regents approve the Technology Strategy Plan for Utah Valley University.</u>

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William A. Sederburg
Commissioner of Higher Education

WAS/GLS/EMD